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ABSTRACT

One of several products developed for a comprehensive program of career development (kindergarten through university) for vocational education in Florida, this resource manual, divided into two parts, presents a model for facilitating the life career development of students in the community college setting and provides guidelines for its implementation. Part 1 of the manual contains an overview of the model; a description of the delivery system with an overview of a career development and placement center; an overview and diagrams of the management system; an overview and rationale of the support system; description of the units of the system, including a learning center and tutorial laboratory for technology; and an overview of curriculum provisions. Part 2 presents the ten steps for the implementation of the model, among which are organizing an appropriate interactive network of interested individuals and groups; inventorying and marshalling all available resources; putting the evaluation process in operation to determine how well the system is working; and providing a program of maintenance to sustain the vital parts of the system and the initiative, and tying together the activities into the interactive network. (An index of subjects is appended.) (VB)

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A MODEL FOR IMPLEMENTATION OF CAREER EDUCATION INTO THE COMMUNITY COLLEGE

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Developed by

Mary Fulford Green

Assisted by

Career Education Task Force
Manatee Junior College

State of Florida's
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December 1976

CE 016 008

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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A. Career Education and Your Child, A Guide for Parents

B. Community Resource Guide for Career Education

C. A Model for Implementation of Career Education Into The Community College

D. Manatee County, Florida - Middle School Career Education Model As Based On The Nine Federal Objectives

E. Sarasota County, Florida - Junior High Career Education Model As Based On The Nine Federal Objectives

F. Compilation of Case Studies Exemplary Placement and Followup Studies

G. An Inservice Model: Micro-Interviewing Skills Develped For Occupational Specialists

H. Public Relation and Public Information Inservice Training For Occupational Specialists and Ohter School Personnel

I. Elementary Career Education Activity Resource Guide

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FOREWORD

INTRODUCTION

On July 1, 1974 the Career Education Consortium began the planning, implementation and evaluation of a model comprehensive vocational education program for career development in grades K-University in two school districts, one junior college and one university forming a geographic educational service area in Florida. This effort was made possible by a grant from the USOE under Part D of Public Law 90-576.

This manual contains the model developed for the community college and a set of procedures for using the model.

STAFF

The members of the Career Education Consortium staff are

- project manager, Jim Selman
- two curriculum specialists, Dale Melton and P. C. Wu
- two guidance specialists, Jim Kershaw and Mary Green
- placement and followup specialist, Jack Dale

DEPARTMENT OF EDUCATION

- project initiator - Joe Mills
- project director - Virginia Bert

EXECUTIVE COMMITTEE

- Harry Holmbraker, Sarasota County
- Raymond F. Lee, Manatee County
- Burnette Tinsley, Manatee Junior College
- Rex Toothman, University of South Florida

RESOURCE MANUAL WRITER

Mary Fulford Green received her doctorate in Student Personnel Administration of Higher Education from Florida State University in 1969. She had experience in teaching and counseling at the secondary level prior to assignment to the CEC staff and has served as post-secondary guidance specialist, internal evaluator, and developed the plan for the guidance component of the project.

ACKNOWLEDGEMENTS

INTRODUCTION

The developer of this resource manual wishes to acknowledge and thank many people who have assisted in this effort.

TASK FORCE

Special thanks to Robert Eberley, Chairman of the Career Education Task Force, Manatee Junior College, and to the members of the group who have served so diligently for the three years of the project.

DEPARTMENT OF EDUCATION

The Division of Vocational Education consultants, Ken Eaddy, Virginia Bert, Larry Workman, and Hiram Green have given technical assistance and encouragement.

Katherine Hunter and her assistants from the Division of Community Colleges gave their support to the survey of community colleges and allowed me to make a presentation on the model at a statewide conference on Career Education in July 1976.

PERSONNEL FROM FLORIDA COMMUNITY COLLEGES

Personnel from other community colleges have developed some strategies which have been included in this model. Special thanks to

- the statewide Student Needs Committee of the Division of Community Colleges in Florida
- student development staff from the Career Lab at Pensacola Junior College
- the Sigi Center at Santa Fe
- the staff member from each college in the state of Florida who responded to the survey designed to determine the State of the Art in community colleges in Florida

CEC STAFF

- the project manager, Jim Selman, encouraged, prodded and in other ways managed the development.
- Ione Levins and Norma Rowan worked many hours at typing, editing, and processing the manual.

OVERVIEW OF RESOURCE MANUAL

INTRODUCTION

This resource manual contains a model for facilitating the life career development of students in the community college setting.

DESCRIPTION OF MODEL

There are two parts to the manual containing

- the model with its three systems for managing, delivering, and supporting the provisions for facilitating career development
- a set of guidelines for implementing the model

THE MODEL

The model consists of a coordinated centralized center for delivery of thirteen informational or skill development services for facilitating life career development and its system for management and support. The system of management not only provides coordination of all internal units of the college but also effects collaboration with the total community. The support system for the center includes all the usual services and programs of the community college in addition to some innovative approaches for involvement of the faculty and student development personnel.

THEORETICAL BASES

The theoretical bases for the model are the broad objectives set for the Career Education Consortium, the career education student outcomes identified by the USOE, the proposed changes in the educational system, and the ten steps for implementation suggested by Hoyt in Career Education, What It Is and How To Do It.

In addition to the developer as many as thirty-five practitioners had input into building this model.

RATIONALE FOR DEVELOPMENT

- the career education movement is ready for the involvement of the community college in changing the goals/objectives of education.
- the community college is ready for an operational definition of career education because of the current challenges.

CHALLENGES TO USE

- the very nature of the community college concept requiring change
- the open-door policy coupled with accountability measures
- influx of the "non-traditional" students
- demand for equal opportunity/equal access

- local employment trends/demands
- student's expressed interest in more emphasis on career decision-making
- availability of community resources for learning

UNIQUE FEATURES

- the systems approach for management, delivery and support
- the comprehensiveness of the listing of resources
- the simplicity of the style of writing
- adaptability of model instructional needs

COST OF MODEL USE

It would appear that implementation of the total model would be costly in terms of time, effort and resources. This may not be true if

- the need to economize demands a plan for coordination (management)
- provisions already exist but are not coordinated
- the waste of human potential is considered
- the process of implementation can become part of a five year plan for change

---

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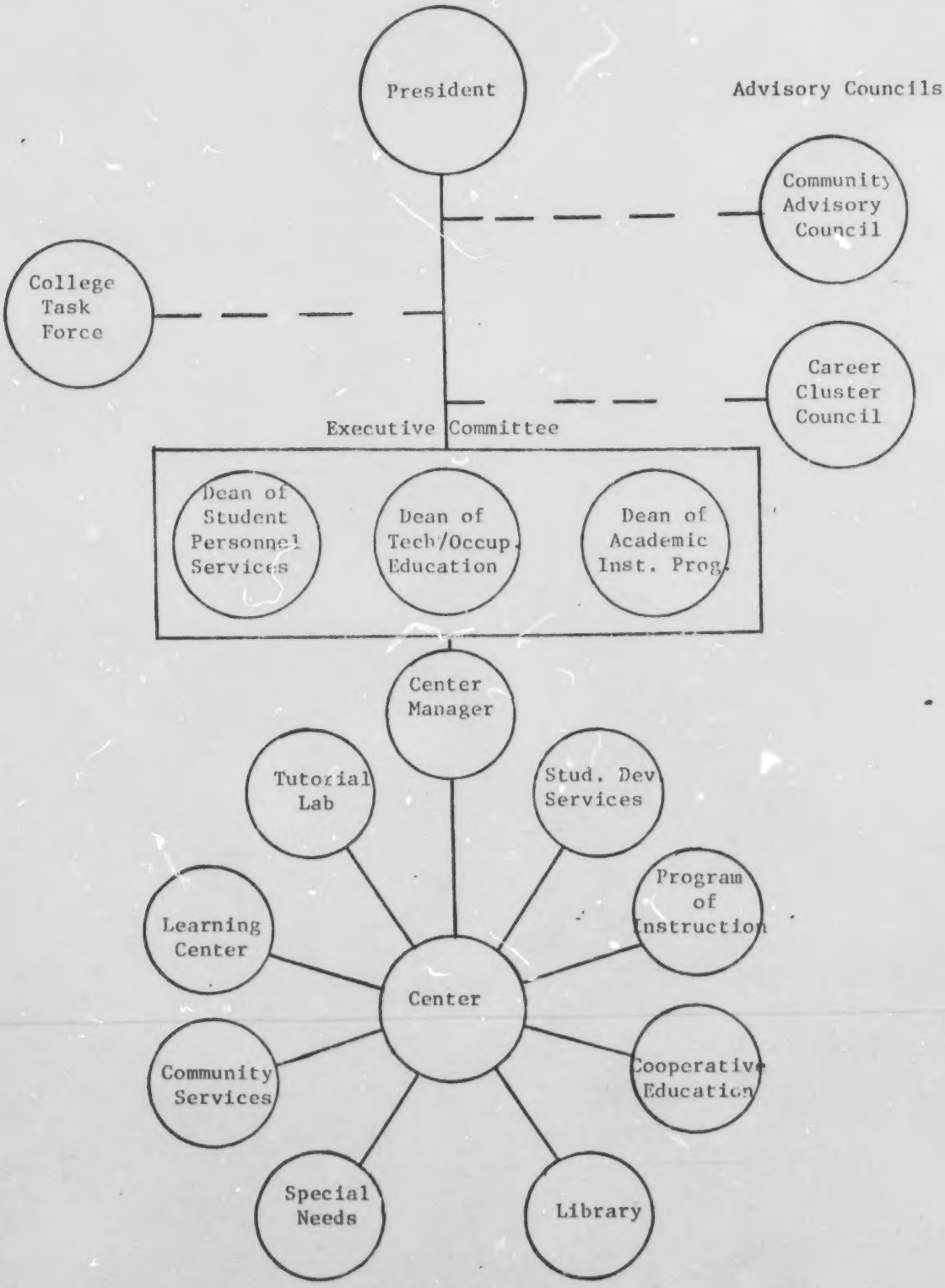
THE MODEL

SYSTEMS APPROACH
COMMUNITY CAREER DEVELOPMENT PLACEMENT CENTER
MODEL



CENTER - MANAGEMENT SYSTEM - SUPPORT UNITS FOR CENTER
Diagram 1.1

OVERVIEW OF THE MODEL

INTRODUCTION

The usual components of the community college concept: university-parallel curriculum, vocational-technical education, continuing education, and student services can be integrated with the elements of the career education concept to form a model which is a comprehensive approach to career education.

PURPOSE

The model is designed to

- facilitate career development of students
- articulate career guidance and placement services
- integrate world of work with world of education
- involve faculty in dissemination of career information and in facilitation of career development

OUTCOMES

Outcomes for college and students, page 5-7

DESCRIPTION

The model consists of three systems to manage, deliver and support the institution and community provisions for the elements of career education.

DEFINITION OF ELEMENTS

The elements can be defined in terms of the needs of the individual. The elements are:

- self awareness
- educational awareness
- career awareness
- economic awareness
- decision making
- beginning competency
- employability skills
- attitudes/appreciations

Definition, page 4

SYSTEM FOR MANAGEMENT

The management system consisting of five parts insures

- cooperation
- coordination
- articulation

of all the units of the model.

SYSTEM FOR DELIVERY

The delivery system for career development is a career development and placement center containing all the units required

- to provide relevant information
- to develop skills required for satisfying life career development

SYSTEM FOR SUPPORT

The college and community programs and services which can provide assistance to the center are identified as units of the support system.

RELATED PAGES

- elements, page 4
- management, page 107
- delivery, page 8
- support, page 121

OPERATIONAL DEFINITION OF ELEMENTS

Self awareness

An individual must recognize his likes and dislikes, and what his interests are. He must know himself.

Educational awareness

An individual must be aware that there are numerous directions that education might lead to a specific career, or life style.

Career awareness

An individual must know about the broad base available in each career field. An interest in medicine, for example, could range from hospital to aide to hospital administrator with nurses, doctors and numerous other jobs in between.

Economic awareness

An individual must recognize that training for some jobs cost a lot of money, takes a lot of time, and does not return much until the job is established. Other jobs take little formal training, pay well at the beginning, but opportunity for financial advancement is limited.

Decision making

An individual needs to know the steps necessary to making good decisions, recognizing that it is dangerous to make decisions too fast, or without all facts.

Beginning Competency and Skill awareness

An individual needs to recognize what initial skills are necessary in careers. If a girl cannot master shorthand, then she must consider career areas other than secretary.

Employability Skills

An individual needs to build a habit pattern relating to proper dress, methods of communication, and being on time. These are basics to developing and enjoying a career.

Attitudes/appreciations

An individual must learn how to develop proper values, recognize what is important, for example, does he want freedom of outdoor work, or more money and a job in a cubby hole.

OUTCOMES FOR COLLEGE

INTRODUCTION

The model is designed to meet specific needs of the community college in the expansion of the role of the institution and in extension of the parameters of service to all segments of the community.

IDENTIFIED NEEDS

- services for career development
- use of community resources
- redefinition of role of college
- extension of parameters of population being served

OUTCOMES

- a comprehensive system for career development designed to coordinate activities of Student Development (personnel) staff, faculty and community agencies.
- life career information, resource and placement center
- linkage of career development activities with placement activities
- expansion of services to include all segments of population
- interaction between college and community.
- involvement of faculty in dissemination of career information
- identification of community resources for use in career development and placement services
- articulated system for interfacing with secondary and other post-secondary institutions

OUTCOMES FOR STUDENT

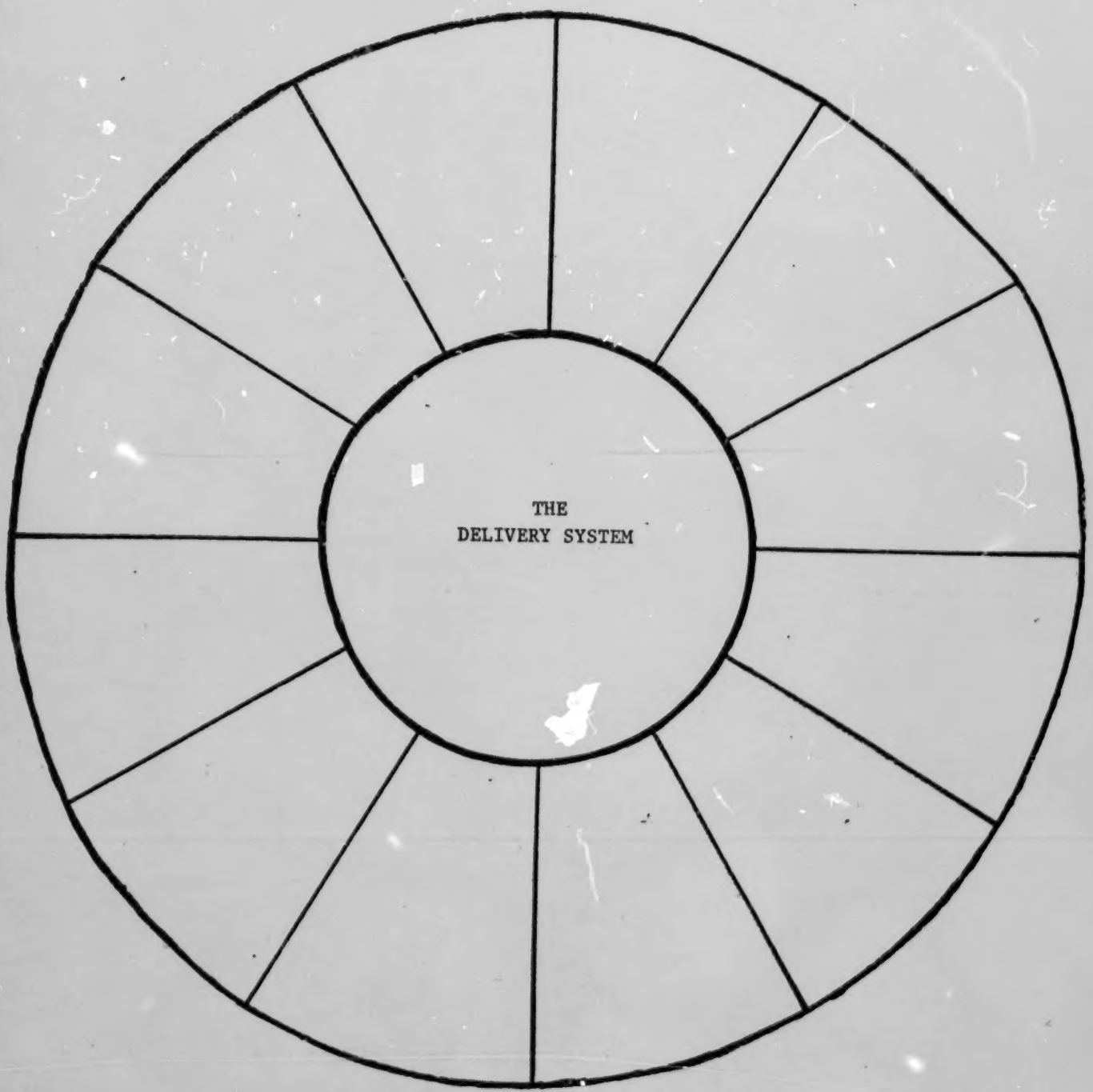
INTRODUCTION

The outcomes for the student both general and specific as suggested by the Office of Education can be met by implementation of the Model.

OUTCOMES CHART

General Outcome Areas	Specific Objectives
1. Self Awareness	a. Students will identify and describe their own current abilities and limitations. b. Students will identify and describe their own current interests and values. c. Students will endorse positive attitudes toward themselves.
2. Competency in Academic/ Vocational Skills	a. Students will demonstrate generally useful numerical skills. b. Students will demonstrate generally useful communication skills. c. Students will demonstrate generally useful information processing skills. d. Students will demonstrate generally useful decision-making skills. e. Students will demonstrate generally useful interpersonal skills.
3. Set of Work Values	a. Students will identify the bases of various work values. b. Students will endorse positive attitudes toward paid and unpaid work.
4. Awareness of Knowledge about Work	a. Students will identify the major duties and required abilities associated with different types of paid and unpaid work. b. Students will distinguish between differences in work conditions and life styles associated with different types of paid and unpaid work. c. Students will distinguish between entry requirements for major types of paid and unpaid work. d. Students will identify the impact of social and technological change on paid and unpaid work. e. Students will identify the important factors that affect work success and satisfaction.

5. Career Decision Making Skills	a. Students will associate their own abilities and limitations with possible success in present or future paid and unpaid work. b. Students will relate their personal interests and values to types of paid and unpaid work and their associated life styles. c. Students will identify, locate, and utilize sources of information to solve career decision-making problems. d. Students will determine the potential for future advancement/personal growth in work of their choosing. e. Students will identify the sequence of steps to be taken and the factors to be considered in career planning. f. Students will demonstrate active involvement in career decision making.
6. Work Habits	a. Students will plan work effectively. b. Students will adapt to varied work conditions. c. Students will endorse a positive attitude towards the concept of quality in relation to a work task. d. Students will endorse a positive attitude towards conservation. e. Students will endorse a positive attitude towards responsibility for their own behavior and accomplishment of self-imposed tasks. f. Students will demonstrate a desire for continuous learning, both in school and out.
7. Work-seeking and Work-getting skills	a. Students will identify, locate, and utilize sources that contain information about existing paid and unpaid possibilities. b. Students will demonstrate skills required in applying for and accepting work.
8. Successful Placement of Students Upon Leaving Educational System	a. Students will be placed in a paid occupation, in further education, or in unpaid work that is consistent with their current career plans.
9. Awareness of Means Available for Continued Education	a. Students will identify sources of additional education in major types of paid and unpaid work. b. Students will identify means to support additional education for themselves in major types of paid and unpaid work.


THE
DELIVERY SYSTEM

CAREER DEVELOPMENT AND PLACEMENT CENTER - OVERVIEW

INTRODUCTION

The center is the nucleus or core of a system designed to facilitate career development of community college students. The center's activities and purposes are directed and supervised by the management system.

ACTIVITIES OF CENTER

The activities in the center are the offering of services which are diagnostic, prescriptive and referral in nature. These activities are directed toward assisting the student in the decision making process including the steps.

- defining the problem
- gathering relevant information
- evaluating how information affects the decision
- gaining awareness of alternatives
- choosing and acting on alternative
- clarifying and revising choices made

PROVISIONS OF CENTER

- extension of parameters of population served by community college
- interaction with community
- merging of the vocational-technical programs with the college AA transfer programs
- utilization of all support services
- centralization of career development and placement activities
- coordination of all units of system

IDENTIFICATION OF UNITS

The units in the center which are described in detail in this manual are:

- career planning unit
- self assessment unit
- career information unit
- educational information unit
- health information data bank
- community resource data bank
- survival skills data bank
- career simulation unit
- leisure skills exchange data bank
- job placement data bank
- employability skills unit
- experiential placement unit
- orientation admission unit

STAFF	Each unit of the center has some specific staffing requirements. The pattern will depend upon the size of the population to be served and the organization or classification of resources in each unit and the system for processing students through the center.
PROCESSING OF STUDENTS	Some innovative approaches are being tried for facilitating the students use of the center services. The one most promising for increasing cost effectiveness is the "do it yourself" concept which provides assistance only when requested or required.
RATIONALE FOR USE	The do it yourself concept is suggested because of - the appeal to independent-spirited persons - the element of discovery is left to the user - the user's involvement in choice of service assures cooperation in testing, planning, and effort - the increase in staff utilization
REFERENCES	- LEAP - Life Expectancy Approach Project. A Leap Ahead: Student Development and the Do It Yourself Career Laboratory. Slippery Rock College, Pennsylvania, Contact: Dr. James V. Watkins, V. P. for Student Affairs and Dr. John H. Landrum. - CCIS The Curriculum Career Information Service located at Florida State University offers a modularized approach to exploring interests, finding information, decision-making and using resources. Contact Robert Reardon, FSU, Tallahassee.
FLOW CHART	Page 10
MODEL	Diagram 1.2

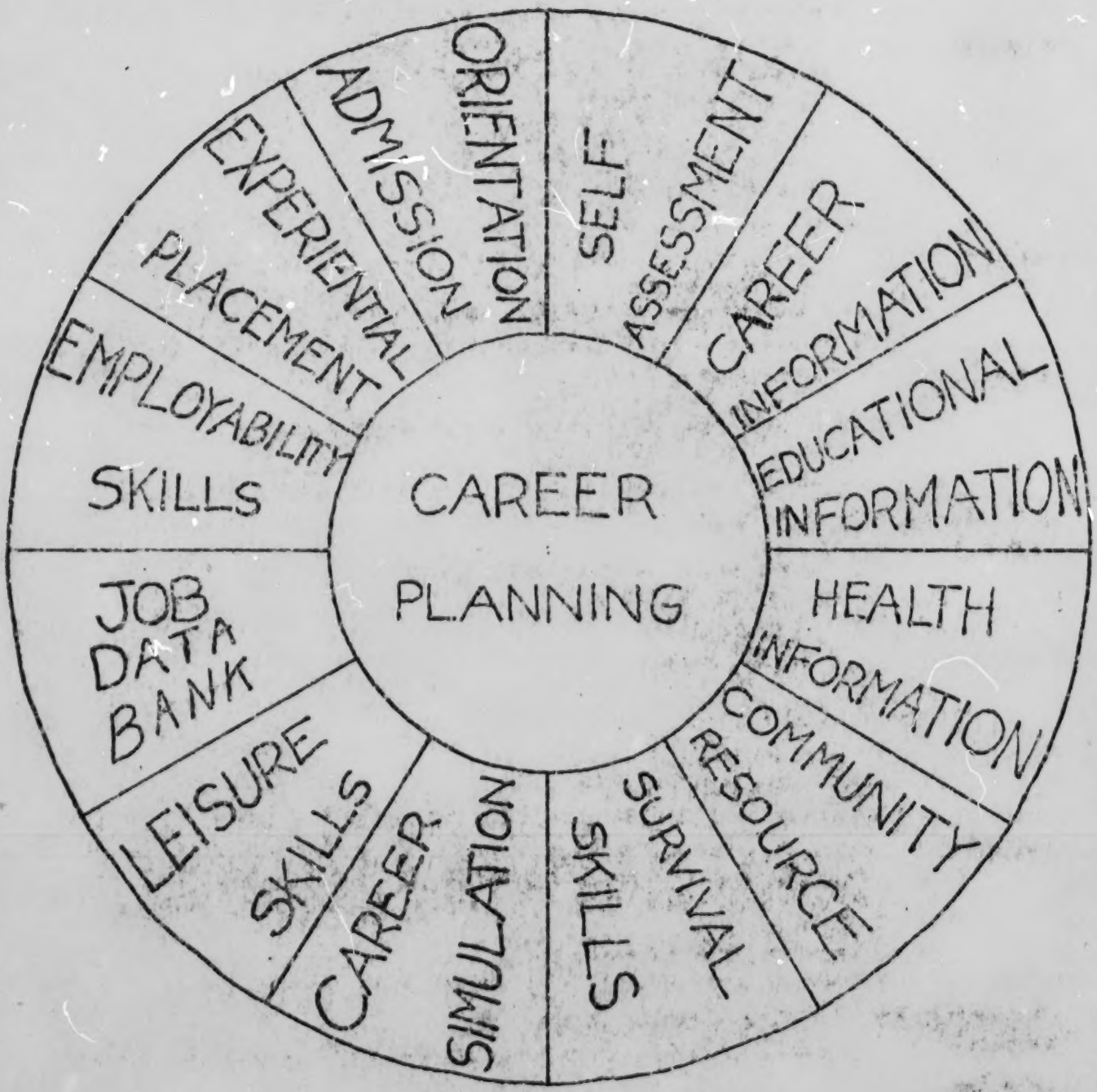


Diagram 1.2 - Units of the Delivery System

CAREER PLANNING UNIT

INTRODUCTION	The career planning unit provides the initial contact with the user and provides coordination for all units.
PURPOSES	- to provide initial contact with user - to identify the services available for use in career development - to refer student to other units - to assist in decision making - to collect data on use of units - to serve as coordinator of all units
STAFF	- receptionist (with special training for this role), - records clerk - professional counselors - career development specialists
DUTIES	- to orient to center - to set up appointments - to assist in goal setting in career guidance - to collect data on users
MATERIALS AND RESOURCES	1. Facilities - conference room for small groups - counseling carrels - file cabinets - telephone - desks, chairs 2. Forms - intake forms - prescription forms
COMMENTS	The procedures and processes of this unit should be planned by the total staff to insure its being the liaison between the users and the other units. All staff need training to functions as a team. Processes and Procedures, page 12
JOB DESCRIPTION FOR STAFF	- CD specialist, page 14
EXAMPLES OF PRESCRIPTION FORMS	- Form developed for model, page 16

THE PROGRESS OF STUDENTS THROUCH CENTER

INTRODUCTION Students progress through the center by five processes. These are processes of interaction between the student and the staff of the units.

IDENTIFICATION The processes of

- Phasing-In
- Planning
- Phasing-Out

all take place in the career planning unit.

The processes of Processing and Producing take place in the units of the center and the support system.

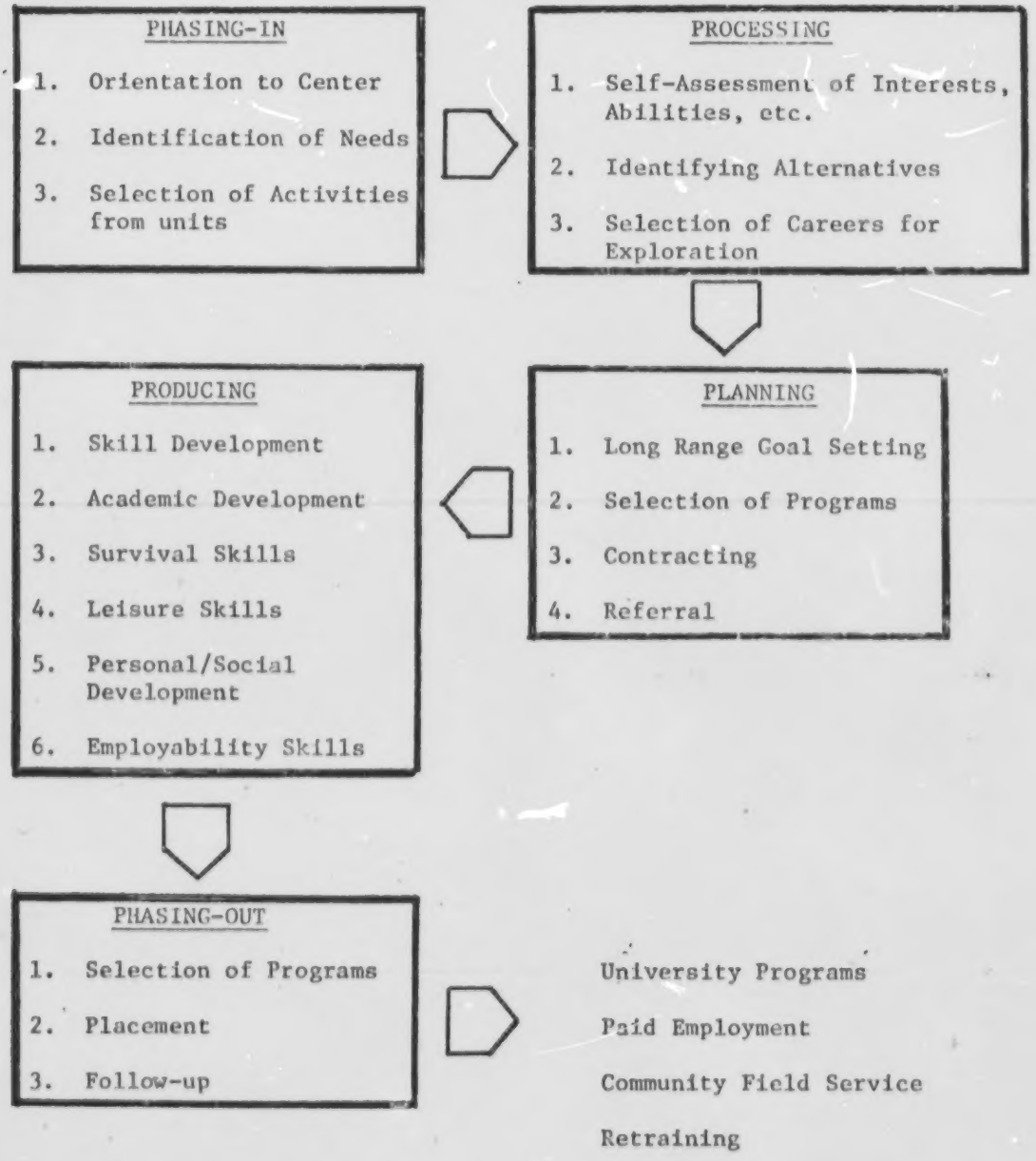
RATIONALE The five processes enable the career planning unit to be the coordinating force of all the units of the model.

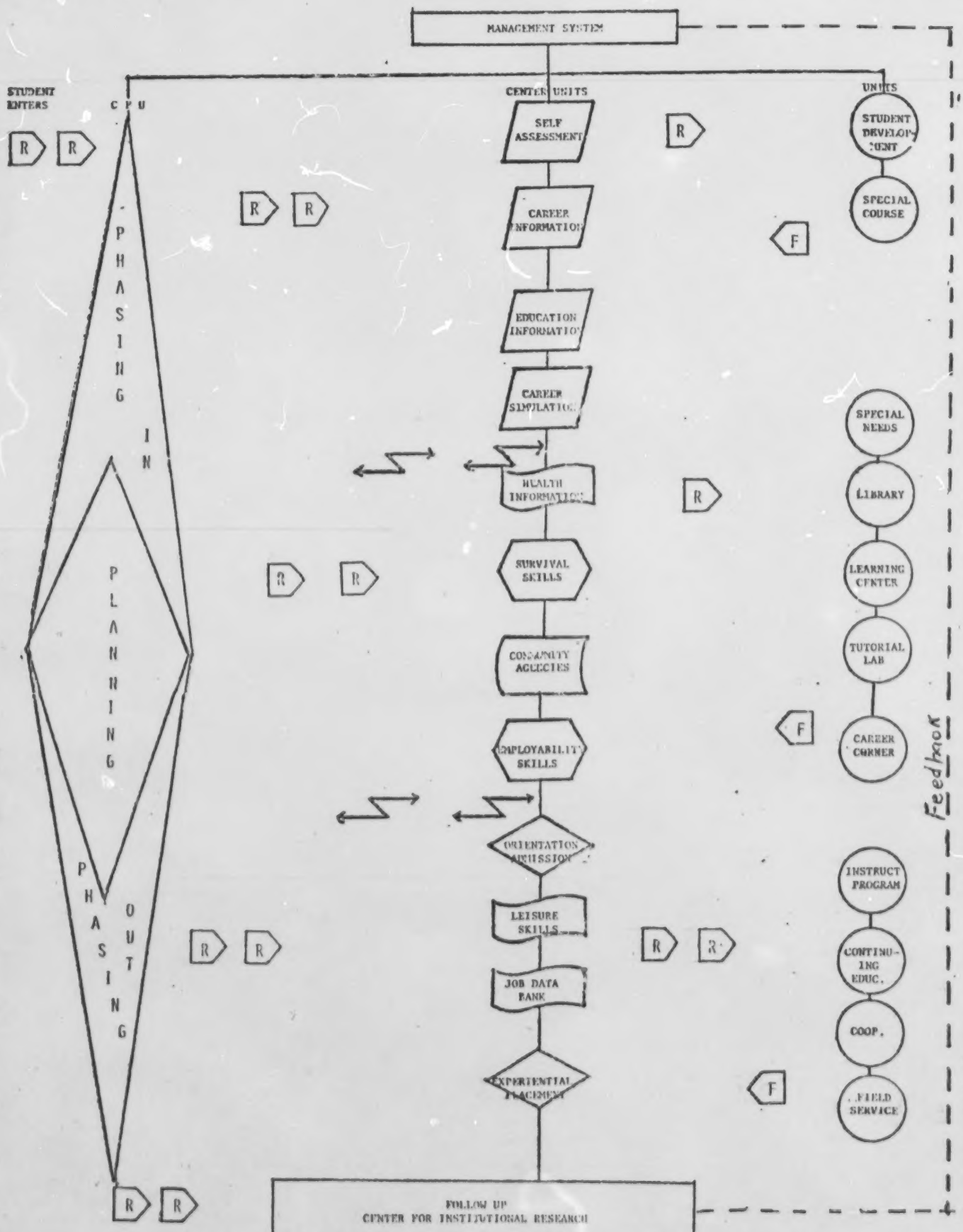
FLOW CHART Processes Page 13

INTERACTION OF THE UNITS

- the career planning unit refers students to the units of the delivery syterm
- the units of the delivery system (The Center) refers students to the units of the support system
- feedback from all units comes back to the career planning unit for use
- data from followup of students goes back to management system for revision of all unts.

FLOW CHART OF PROCESSES





Interaction Between the Units of the Model

CAREER DEVELOPMENT SPECIALIST

ORGANIZATIONAL RELATIONSHIP

The career development specialist works under the direction of the center manager and is responsible for overall coordination and provision of all career planning activities of the center. The specialist will counsel students individually and in groups. All para-professionals interns or student peer counselors in the career planning unit will work under the supervision of the career development specialists.

PROFESSIONAL EDUCATION BACKGROUND

Study in the areas such as:

- adolescent and adult psychology
- theories of personality
- principles of guidance and counseling
- counseling procedures
- group dynamics
- testing and teaching in guidance
- test administration
- college personnel services
- learning theory
- statistics
- higher education
- modern trends in high school
- curriculum decision-making
- economics of education
- administration and supervision

WORK EXPERIENCE

Satisfactory work experience in the field of education in serving as:

- counselor
- career planner
- teacher

WORK EXPERIENCE DESIRED BUT NOT REQUIRED

- experience as director, organizer, or planner of counseling services
- experience as liaison or coordinator with community agencies

NON-EDUCATIONAL WORK EXPERIENCE DESIRED

- experience working in some area preferrably in a specialty which required contact with many persons at different levels of training.

COMPETENCIES IN ASSISTING STUDENTS IN THE FOLLOWING PROCESSES	- choosing instruments to identify abilities, values and interests - identifying career options - developing decision-making skills - developing employability skills - setting career goals - developing positive self-concept - utilizing support systems - exploring career training opportunities - interpreting data from work sample evaluation - overcoming barriers to maximum achievement
RELATED ACTIVITIES	- experience with career education projects - participation in workshops to develop skills in career development - assessment and new counseling techniques - trainer for assertive communication programs or other human potential development programs - presenter at workshop for professional staff development - active member of professional organizations

REQUEST FOR CENTER SERVICES

Name: _____ Referred by: _____

Soc. Sec. No. _____ Address: _____ Phone No. _____

MJC Student ( ) High School Student ( ) Middle School Student ( ) Other Student ( )

Adult Citizen ( )

THE COLLEGE'S CAREER DEVELOPMENT AND PLACEMENT CENTER OFFERS FREE CAREER PLANNING SERVICES TO STUDENTS AND ADULT CITIZENS IN THE AREA. OPEN FROM 8 A.M. TO 10 P.M. MONDAY THROUGH THURSDAY. OPEN FROM 8 A.M. TO 4:30 P.M. ON FRIDAY.

CHECK BELOW DESIRED SERVICES AND PRESENT THIS FORM TO RECEPTIONIST FOR PROVISION OF SERVICES.

( ) Career Planning Conference: I would like to be scheduled for a career planning conference with a counselor.

( ) Self Assessment: I would like to undergo career planning assessment to determine my interests, abilities, and personality type in order to assist me in career planning.

( ) Career Information: I would like to know what information you have on a career I have in mind. _____.

( ) Educational Information Unit: I am a student and am interested in further training or education. I need to find a suitable college, major or program to pursue.

( ) Health Information Data Bank: I am in need of information about my health concern _____.

( ) Community Resource Data Bank: I need information about agencies which can assist me. Identify _____.

( ) Survival Skills Data Bank: I wish help in skills in studying, test taking, relaxation, communication, or _____.

( ) Career Simulation Unit; I am interested in exploring my career interests and evaluating my aptitudes in career areas of _____ _____.

( ) Leisure Skills Exchange: I wish to know about the activities offered or I wish to register as an instructor.

( ) Job Placement Data Bank: I am interested in getting information about job placement opportunities. I am interested in a job in _____.

( ) Employability Skills Unit: I am interested in developing the employability skills needed to get and keep a job.

( ) Experiential Placement Unit: I wish your assistance in being placed in a job or as a community volunteer.

( ) Orientation Admission Unit: I would like to know more about the programs of study and procedures for admission. I am not enrolled at present.

SELF ASSESSMENT UNIT

INTRODUCTION

This unit provides for assessment of career interests, academic and vocational aptitude, personality type and learning style and for clarification of values and life goals.

OUTCOMES

- self-awareness
- career decision making skills

STAFF

Assessment Specialist

- knowledgeable about instruments available
- knowledgeable about limitations of tests
- skill in establishing supportive relationships
- skill in administering, scoring and interpreting instruments

FACILITIES

- individual testing carrels
- group testing room
- file cabinets

MATERIALS

Forms

- assessment record forms
- test collection

JOB DESCRIPTION

- self assessment specialist, page 18

SAMPLE TEST COLLECTION

page 19

LIST OF TEST PUBLISHERS

page 23

FURTHER INFORMATION

- Buros, Oscar K., Editor. The Seventh Mental Measurements Yearbook. Highland Park, New Jersey: The Gryphon Press, 1972.

COMMENTS

All services in this unit are provided at the request of the professional counselor. All data from this unit is used by the counselor and student in decision making.

SELF-ASSESSMENT CENTER SPECIALIST JOB DESCRIPTION

INTRODUCTION

The assessment specialist will work under the supervision of the Student Affairs staff. No persons are responsible to the specialist. Generally, the main responsibility of this specialist is the scheduling, administering and scoring of assessment instruments.

SPECIFIC DUTIES

- schedules students for testing upon request from the counselor
- administers the instruments according to specified directions
- scores and prepares report forms of test data for use by counselors
- schedules students for followup sessions with counselors
- maintains file of tests, answer sheets and records
- receives and handles telephone requests for information about assessment center
- refers "walk in" students to professional counselors for information about assessment

---

QUALIFICATIONS

Education

- High School Diploma

Experience

- (desired but not required) work experience in office of business with experience in carrying out instructions and meeting the public

---

COMPETENCIES

Must be able to:

- read orally
- organize and maintain smooth operational system
- follow directions
- type
- to relate to students
- communicate by telephone

INTELLIGENCE/ GENERAL MENTAL ABILITY

CATTELL Culture Fair Intelligence Tests (CATTELL)
May be administered to individual or group. Yields IQ score. Does not require any reading. Requires less than one hour. Useful in screening for referral to more comprehensive psychological evaluations.

Kuhlman Anderson Test of Academic Potential
Yields scores indicative of academic IQ with sub-scores in verbal and quantitative abilities. May be used as admission test to certain training programs.

Otis-Lennon Mental Ability Test
This is a widely used measure of general ability or school aptitude. It yields an IQ score.

SRA Non-Verbal Test of General Mental Ability
A ten minute test related to general intelligence for use as screening for further diagnostic tests and developmental studies.

Wechler Adult Intelligence Scale (WAIS)
Individually administered instrument which yields an IQ score. Requires special training in order to use.

APTITUDE/ ABILITY TESTS

Differential Aptitude Tests (DAT)
(1973) Provides a profile of strengths and weaknesses in eight abilities. Verbal reasoning, abstract reasoning, space relations, mechanical reasoning, clerical speed and accuracy, spelling, and language use.

General Aptitude Test Battery (GATB)
Measures nine aptitudes: Intelligence, verbal, numerical, spatial, form perception, clerical perception, motor coordination, finger dexterity, manual dexterity. Valuable for screening for referral for more extensive work sampling evaluation. Scores may not be given to clients.

School and College Ability Test (SCAT)
The objective of the SCAT is to provide a prediction of the academic performance of the student by measuring basic verbal and quantitative (math) abilities. Many colleges use test results to place students in appropriate levels.

Stanford Test of Academic Skills (TASK)
TASK measures the basic skills of reading, English, and mathematics at the community college level. This test is designed to aid the counselor in identifying those students whose scholastic performance might be hindered by inadequate preparation in the basic skills. It also provides the teacher and other school personnel with extremely useful information concerning the level of performance of groups of students on items measuring the specific instructional objectives for the tests. Test results may be used for placement.

Test of Adult Basic Education (TABE)
The locator test is used to determine the level of the TABE (3 levels) to be used. The test yields reading, arithmetic and language scores. Useful in prescribing instruction.

SPECIFIC ACADEMIC AREAS

JASTAC Classic Arithmetic
For placement in remedial arithmetic

Nelson-Denny Reading Test
This test comes in two parts. Part I measures vocabulary. Part II measures comprehension and reading rate. This test has value as a predictive, screening, and diagnostic instrument.

Reading for Understanding (RFU)
Gives a grade level of reading comprehension.

Survey of Study Habits and Attitudes (SSHA) Brown & Holtzman
This instrument helps students get more out of their college work. The attitudes and work habits reflected by the SSHA are significantly related to academic success. The scores identify those whose habits and attitudes may prevent them from taking full advantage of their educational opportunities.
Modern Math Understanding (SRA) requires about 40 minutes. May be hand scored. Measures skills and understanding appropriate for placement.

INTERESTS CAREER EDUCATIONAL

ACT Career Planning Program (1976) Grades 12-14 (ACT)
A guidance oriented program which collects and summarizes reactions, feelings and perceptions relevant to career counseling and planning. It yields a profile of career interests, abilities, and specific information about career experiences, concerns, plans, work orientation, career related competencies and biographical data.

California Occupational Preference Survey (COPS)
(Educational Industrial Testing Service)
Yields scores on preference for the professional and skilled level in the occupational areas of science, technical, business, clerical, aesthetic and service.

College Interest Inventory by Robert W. Henderson; c1967; Personal Growth Press.
Subscores are: Agriculture, Home Economics, Literature and Journalism, Fine Arts, Social Science, Physical Science, Biological Science, Foreign Language, Business Administration, Accounting, Teaching, Civil Engineering, Electrical Engineering, Mechanical Engineering, and Law.

Hall Occupational Orientation Inventory (1971). (Follett Educational Corp.)
Useful in facilitating counseling--measures needs, values and attitudes. Subscores are: Creativity-Independence, Risk, Information-Understanding, Belongingness, Security, Aspiration, Esteem, Self-Actualization, Personal Satisfaction, Data

Orientation, Vocation Concern, Aptitude Concern, Environment Concern, Co-Worker Concern, Qualifications Concern, Time Concern, Extremism and Defensiveness.

Non-Sexist Vocational Card Sort (NSVCS)
Using the card sort technique to identify career interests, this new instrument was designed to increase awareness of non-traditional career opportunities. Seventy-six career cards--keyed to Holland's personality types and current job descriptions.

Oliver Educational Interest Inventory
Provides an objective measure of interests in various occupational pursuits and useful in choosing an academic curriculum. (Educational Interest Testing Association).

PIES (Picture Interest Exploration Survey) -- Consists of 156 slides of hands performing tasks. It yields scores indicating level of interest in thirteen areas. Requires one class period to administer and score. Tape with complete instructions included. (Educational Achievement Corporation, P.O.Box 7310, Waco, Texas 76710).

The Self Directed Search: A Guide to Educational and Vocational Planning by John L. Holland; c1970; Ages 15 to Adults; Consulting Psychologists Press, Inc.
A self-administered, self-scored, and self-interpreted vocational counseling aid. Based on Holland's theory of vocational choice. Subscales are: Activities: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional; Competencies: Realistic, Investigative, Social, Artistic, Enterprising, and Conventional; Occupations: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional; and Self-Estimates: Mechanical, Scientific, Artistic, Teaching, Sales, Clerical, Mathematical, Musical Abilities, Friendliness, Manual, Managerial, and Office Skills.

Strong-Campbell Vocational Interest Inventory (1973) Stanford Union Press.
This revision and extension of the Strong Vocational Interest Blank merges the men's and women's forms. The inventory is in seven parts: Occupational, School Subjects, Activities, Amusements, Types of People, Preference Between Two Activities, and Your Characteristics. It yields scores on six General Occupational Themes, 23 Basic Interest Scales, and 124 Occupational Scales.

PERSONALITY - VALUES

Edwards Personal Preference Schedule
An inventory designed to show the relative importance within the individual of fifteen personality needs or motives. It attempts to provide the individual with insights into his personality characteristics and motivations. Helps the student see himself as others see him.

FIRO-B (Consulting Psychology Press)
A measure of a person's characteristic behavior toward other people in the areas of inclusion, control, and affection. It is designed

not only to measure individual characteristics but also to assess relationships between people, such as compatibility. (Consulting Psychologists Press)

Myers-Briggs Type Indicator MBTI (Consulting Psychologists Press)
The Myers-Briggs Type Indicator is a forced choice questionnaire designed to use that part of the theory of Jung which describes psychological types. Theoretically the variations in behavior which seem random are actually orderly and consistent, being derived from differences in the way people prefer to use perception and judgment. Indicator scores combine to generate 16 types, each with its own special gifts, its own road to excellence and its own pitfalls to be avoided. The MBTI is being used extensively in identifying learning style and for career guidance.

Study of Values--Allport-Vernon-Lindsey
This instrument measures the relative prominence of six basic interests or motives in personality. Theoretical, Economic, Aesthetic, Social, Political, and Religious. The information provided by this survey will stimulate the individual to explore his value system especially in regard to career choices.

TEST PUBLISHERS

The American College Testing Program (ACT)
P.O. Box 168
Iowa City, Iowa 52240
319-356-3711

American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014
612-786-4343

The Bobbs-Merrill Company, Inc.
4300 West 62nd Street
Indianapolis, Indiana 46268
317-291-3100

Bureau of Educational Measurements
Kansas State Teachers College
Emporia, Kansas 66801

Bureau of Educational Research & Service
C-20 East Hall
The University of Iowa
Iowa City, Iowa 52240
319-353-3823

C. H. Stoelting Company
See Stoelting Company

CTB/McGraw-Hill
Western United States: Main Office
Del Monte Research Park
Monterey, California 93940
408-373-2932
Eastern United States:
Manchester Road
Manchester, Missouri 63011
314-227-1600

Committee on Diagnostic Reading Tests, Inc.
Mountain Home, North Carolina 28758
704-693-5223

Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, California 94306
415-326-4448

Cooperative Tests and Services -
See Educational Testing Service

Educational Achievement Corporation
P. O. Box 7310
Waco, Texas 76710

Educational and Industrial Testing Service
P.O. Box 7234
San Diego, California 92107
714-488-1666

Educational Interest Testing Associates
P.O. Box 511, Main Post Office
Dearborn, Michigan

Educational Records Bureau
Box 619
Princeton, New Jersey 08540
609-921-9000

Educational Test Bureau -
See American Guidance Service, Inc.

Educational Testing Service
Princeton, New Jersey 08540
609-921-9000
Western Office:
1947 Center Street
Berkeley, California 94704
415-849-0950
Midwestern Office
960 Grove Street
Evanston, Illinois 60201
312-869-7700

Follett Publishing Company...A Division of Follett Corporation
P.O. Box 5705
Chicago, Illinois 60680
312-665-5855

Ginn and Company -
See Personnel Press

Grune and Stratton, Inc.
111 Fifth Avenue
New York, New York 10003
212-260-4900

Guidance Testing Associates
6516 Shirley Avenue
Austin Texas 78752

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, New York 10017
212-754-3100

Houghton Mifflin Company
Pennington-Hopewell Road
Hopewell, New Jersey 08525
609-466-1950

Institute for Personality and Ability Testing (IPAT)
1602 Coronado Drive
Champaign, Illinois 61822
217-352-4739

Martin M. Bruce, Publishers
340 Oxford Road
New Rochelle, New York 10804
914-235-4450

McGraw-Hill Book Company
See CTB/McGraw-Hill

Non Sexist Vocational Card Sort
Rte. 4
Box 217
Gainesville, Florida 32601

The Office of Special Tests
Educational Testing Service
17 Executive Park Drive, NE
Suite 100
Atlanta, Georgia 30329
404-325-3131

Personnel Press
Education Center
P.O. Box 2649
Columbus, Ohio 43216
614-253-8642

Priority Innovations, Inc.
P.O. Box 792
Skokie, Illinois 60076
312-729-1434

The Psychological Corporation
757 Third Avenue
New York, New York 10017
212-754-3500

Psychological Research Services
Case Western Reserve University
1695 Magnolia Drive
Cleveland, Ohio 44106
216-368-3536

Psychological Test Specialists
Box 1441
Missoula, Montana 59801

Psychologists and Educators Inc.
Suite 212
211 West State Street
Jacksonville, Illinois 62650
217-243-2135

Psychometric Affiliates
Box 3167
Munster, Indiana 46321
219-836-1661

Richardson, Bellows, Henry and Company, Inc.
1140 Connecticut Avenue, N. W.
Washington, D. C. 20036
202-659-3755

Scholastic Testing Service, Inc.
480 Meyer Road
Bensenville, Illinois 60106
312-766-7150

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611
312-266-5000

Sheridan Psychological Services, Inc.
P.O. Box 6101
Orange, California 92667
714-639-2595

Stoelting Comapny
1350 South Kostner
Chicago, Illinois 60623
312-522-4500

Teachers College Press
Teachers College
Columbia University
New York, New York 10027
212-678-3991

University Bookstore
Purdue University
360 State Street
West Lafayette, Indiana 47906
317-743-9618

Western Psychological Services
12031 Wilshire Boulevard
Los Angeles, California 90025
213-478-2061

CAREER INFORMATION UNIT

INTRODUCTION	This unit will be responsible for identifying, obtaining and disseminating information about careers.
PURPOSE	This unit will provide the kinds of information required for career decision-making.
PROVISIONS	Up-to-date (current) information about - job requirements - work environments - wages, salaries, fringe benefits - working conditions - educational requirements - skills, competencies - advancement opportunities - trends in employment Suggested resources, page 37
OUTCOMES	Awareness of and knowledge about work
STAFF	Career information specialist
DUTIES	- organizing and displaying multi-media information - processing orders for updating resources - producing audio-visual materials (How to Organize, page 27)
STAFF JOB DESCRIPTION	Career Information Specialist, page 26
COMMENTS	Recommendations for new materials for this unit should come from total staff and from career cluster advisory councils. Evaluative data as basis for these recommendations should be collected from the users.
POINTS TO CONSIDER	Investigating a career, page 28
GUIDELINES FOR CHOOSING	Evaluating occupational literature, page 29

JOB DESCRIPTION - CAREER INFORMATION SPECIALIST

INTRODUCTION

The career information specialist is responsible to the Student Affairs staff member assigned to the Career Information Center. Student assistants working in the career center will be responsible to the specialist. Generally the specialist will be responsible for the collection, organization and dissemination of career information.

SPECIFIC DUTIES

- contact organizations to obtain current career information
- set up and maintain filing system
- develop brochure advertising availability of career information
- plan and implement the Florida VIEW system
- organize the career center for student use
- assist students in obtaining further information
- implement plan for use of resource persons from business and industry
- maintain records for use of center
- prepare reports for evaluation of center

QUALIFICATIONS

Education

Should have at least two years of education beyond high school.

Competencies

Must be able to demonstrate the following competencies

- knowledge of business English, spelling and punctuation
- ability to organize and manage data and things
- skill in preparing and typing reports
- skill in handling correspondence
- ability to maintain harmonious relationships with students

Experience

Desired but not required, work experience in office or school in meeting the public and in carrying out assigned duties.

HOW TO ORGANIZE THE CAREER INFORMATION

INTRODUCTION

There is a need to organize or classify career information so that the information relevant to the individual's needs can be easily

- identified
- retrieved
- refiled
- updated

RATIONALE

- the resources, i.e. systems, books, booklets should be organized to correlate with the methods used in identifying career interests
- the materials should be readily available to the user, not requiring much assistance by staff (leaving in the element of discovery).

SUGGESTED PROCEDURE

- classify according to the fifteen career cluster concept if this model is implemented. Key the interest inventories to this concept.
- classify according to Holland's six personality types if the SDS or the NSVCS is used in identifying career interests.
- organize or cross-reference according to Dictionary of Occupational Titles if staffing allows and if work sample evaluation is provided.

COMMENT

Volunteers from field service programs or other peer counselors can be most helpful in assisting user to utilize information.

The A-V Department can assist in producing posters and other means for directing users to resources. Consider use of video-taped tour of the facility.

REFERENCES

Hoppock, Robert, "Occupations and Guidance," in Counseling and Guidance in the Twentieth Century, ed. William H. Van Hoose and John Pietrofesa, Boston: Houghton Mifflin, 1970, pp.90-97.

Hoppock, Robert, and Novick, Bernard. "The Occupational Information Consultant: A New Profession?" Personnel and Guidance Journal vol. 49, no. 7, 1971, pp. 555-558.

POINTS TO CONSIDER IN INVESTIGATING A CAREER

Students should be encouraged to investigate a number of occupations as part of their individual research. In this way they will develop the ability to use various sources of career information. The outline below can be used as a guide for studying a particular occupation.

1. Description of the occupation
   - a. Its importance
   - b. Duties and responsibilities
   - c. Nature of the work
   - d. Tools, machines, and equipment used

2. Employment Outlook and trends
   - a. Current employment outlook
   - b. Long-range outlook and trends
   - c. Current local employment opportunities
   - d. Factors affecting employment outlook and trends

3. Qualifications for the occupation
   - a. Age
   - b. Sex
   - c. Personal qualifications --physical, mental, emotional
   - d. Special skills, abilities, and interests
   - e. Special licenses, examinations, and other requirements

4. Preparation for occupation
   - a. General level of education required (including recommended high school subject)
   - b. Special training or higher education required
     - (1) Institutions offering such training
     - (2) Length of program
     - (3) Type of program
     - (4) Costs
   - c. Experience requirements

5. Entrance into and advancement in the occupation
   - a. Methods of entering
   - b. Entry jobs
   - c. Opportunities for advancement
   - d. Health

6. Working conditions
   - a. Typical places of employment
   - b. Hours of work
   - c. Regularity of employment
   - d. Health & accidents hazards

7. Wages and Other Benefits
   - a. Wage range: beginning, average and top
   - b. Vacations & sick leave
   - c. Health, pension & insurance plans

8. Summary of the Occupation
   - a. Advantages & disadvantages
   - b. Other information needed
   - c. Personal assessment of the Occupation

OCCUPATIONAL LITERATURE EVALUATION

The following may be of help in occupational literature evaluation:

STANDARDS FOR USE IN EVALUATING OCCUPATIONAL LITERATURE:

1. A basic standard for any occupational publication should be the inclusion of a clear statement as to its purpose and the group to whom it is directed.

2. Occupational information should be related to developmental levels, which will vary with age, educational attainment, and social and economic backgrounds.

3. Consideration should be given to the implications of the material for all groups in our society.

4. The description of an occupation should be an accurate and balanced appraisal of opportunities and working conditions which should not be influenced by recruiting, advertising, or other special interests.

5. Occupational information should include the nature of personal satisfactions provided, the kinds of demands made, and the possible effects on an individual's way of life.

GUIDELINES FOR CONTENT:

The quality and specificity of detail in occupational materials will vary with the intended use of the publication. The following outline is intended not as a schedule for analyzing occupations but as a check list to insure that a particular publication contains the necessary information.

1. Definition of the occupation as given in the Dictionary of Occupational Titles or as determined by the U. S. Employment Service.

2. History and development of the occupation including its social and economic relationships.

3. Nature of the work, including duties performed, tools or equipment used, relationships to other occcupations, possible work settings and fields of specialization.

4. Requirements, including education and training, aptitudes, temperaments, interests, physical capacities, and working conditions.

5. Special requirements, such as licensure or certification imposed by law or official organizations.

6. Methods of entering the occupation, such as direct application, personal reference, examination, or apprenticeship.

7. Opportunities for experience and exploration through summer and part-time employment, work-study programs, and programs of the Armed Forces or voluntary agencies, such as the Peace Corps, youth organizations, and community services.

8. Description of usual lines for advancement or of possibilities for transfer to related occupations through seniority, experience, on-the-job or in-service training, additional education, and examinations.

9. Employment outlook as suggested by trends likely to affect employment the next five, ten, or twenty years.

10. Earnings, both beginning and average wage or salary according to setting, locality, and other significant factors, as well as supplementary income and fringe benefits, such as commissions, tips, overtime, bonuses, meals, housing, hospitalization, vacations, and insurance and retirement plans.

11. Conditions of work and their implications for the individual's way of life, including, where significant, daily and weekly time schedules; overtime; seasonality; and physical conditions, such as travel required, setting (indoor or outdoor), noise, confusion, temperature, health hazards, and strength demands.

12. Social and psychological factors, such as work satisfactions and patterns of relationships with supervisors and other workers and with unions, associations, or other organizations in which membership may be required or desirable.

13. Sources of additional information, such as books, pamplets, trade and professional journals, motion pictures, slides and other visual aids, and pertinent literature provided by government agencies, unions, associations, industries, schools, colleges, and universities.

CRITERIA FOR STYLE AND FORMAT

The intended use of the occupational material will be a critical factor in the consideration of style and format.

1. The style of the material should be clear, concise, interesting and adapted to the readers for whom it is intended. However, it should not be too "chatty." In order to be of the most value, occupational pamphlets must be suited to the reading level of those who will use them. A study by Brayfield and Reed indicates that most current occupational literature leaves much to be desired in readability. Applying the Flesch reading formula to a wide sample of occupational literature, they discovered that "almost two-thirds ranked as 'very difficult'. . . while another thirty-two per cent ranked 'difficult.'" The authors add that because 5 per cent of the pamphlets used in the study were at the readability level of popular "digest" magazines, they fell short of the requirements of comprehension and interest which have been suggested as necessary in the preparation of such information.

   In another study, Hoppock suggests that a readable pamphlet causes students to look more favorably on an occupation and encourages them to read more on their own, without definite assignment.

   Diener and Kaczkowski point out that if occupational literature is used during the counseling process, the counselor must assume some responsibility for appraising the validity and comprehensibility of the information. One aspect of the appraisal must be concerned with the readability of the information being used. They indicate that though a readability formula, such as the Yoakum, can be used to evaluate occupational information, care should be used in interpreting the results. A prime factor in evaluating readability results is the amount of detail present in the occupational description. Depth and breadth of description increases the number of unfamiliar words and consequently the readability level of the material. Complete coverage of all areas of an occupation and validity of the facts should also be considered. In this way, the counselor will be better able to refer a student to readable occupational information that will meet his need for comprehensiveness of data.

Ruth, using the Farr-Jenkins-Patterson simplification of the 1948 Flesch reading ease formula, found the materials he investigated to be too difficult for incidental reading matter for most high school students.

Using the Dale-Chall formula and the Flesch formula, Watson, Rundquist, and Cottle found that the 1957 edition of the Occupational Outlook Handbook was college level reading on the basis of both sentence length and vocabulary level. It was found to be acceptable for counselor use but questionable for counselee use. They suggested that occupational information published from any source could be made more suitable in terms of readability if attention were focused on the lowest reading level of the potential users.

2. Publishers are encouraged to be creative and imaginative in presenting factual information in a stimulating fashion. The typography should be inviting, the total format pleasing, and the illustrations of a quality to enhance the effectiveness of the material and make it appropriate for the age level for which it is planned.

   The occupation should be presented as a way of life, not as an isolated phenomenon existing without the impingements of the environment. There should be no highlighting or minimizing of any phases of the occupation. Prejudice in either direction is unwarranted. There are no general advantages or disadvantages to any occupation--only facts. The individual will have to decide from the facts whether or not he wants to enter the occupation.

   The format should be appealing, the cover eye-catching, and the typography readable. Length of paragraph, number of illustrations, size of type, and spacing all have a bearing on whether or not the pamphlet will be widely used.

   Oxhandler specifies the characteristics of format which determine the popularity of pamphlets as difficulty of vocabulary and sentence structure, human interest, density of type on a page, length of pamphlet, length of paragraphs, number of break-downs into sections on special aspects of the subject, space devoted to pictures, and number of pictures.

3. Charts, graphs, or statistical tables should be properly titled and interpreted. Sources for and dates of basic data should be given.

Tabulated materials should be integrated into the text and adequately discussed. The source should also be indicated. Tabular and graphic materials need explaining, but it should be remembered that the form these materials take will depend in a large measure on the degree of competence of the reading audience to whom the pamphlet is addressed. Many pages containing valuable occupational materials go unused because the tabular and graphic materials are "over the head" of the reader or are poorly presented. The author must know his reading audience and, in many instances, include examples drawn from the tables, charts, and graphs in his discussions. Pie charts and bar-graph charts are less useful, understandable, and appealing than pictographs.

If any recommendation can be given, it is to be specific and exact insofar as titles and headings are concerned. If the materials are important enough to include titles and headings, they warrant proper attention. Sophisticated readers coming across improperly labled tabular materials will assume that the obtained results may be incorrect also.

Census data used should be the latest available, should be correctly interpreted, and should not be taken out of context. Research on the part of the authors should be of such character as to reflect the latest statistical evidence available. This may mean insertion of data or rewriting sections of the pamphlet while the manuscript is in galley or page proof.

The exact source of all quotations or paraphrased material should be indicated, and credit should be given to sources from which materials are derived. Some authors use only secondary sources, while others do original research or utilize primary sources. Credit should be given where credit is due.

4. The occupational book or pamphlet should state specifically the publisher; date of publication; sponsoring organization, group, or individual; and author. Information about the author's training and experience should be provided. Pages should be numbered in sequence, and the price, when applicable, should be included.

All statements should be specific and exact, not so general as to be misleading and inaccurate. This means that the methods used in gathering the information must be objective and the presentation unbiased. Care should be exercised against the presentation of half-truths or ambiguous statements. The title should reflect the contents of the pamphlet.

Occupational literature must have reputable sponsorship and must clearly indicate the answers to such questions as what organization or group sponsored the study, who was responsible for obtaining the information, and what were their qualifications and position. An organization, group, or individual may have an ulterior motive in sponsoring materials.

The date of the publication must be indicated as well as the date on which the information was gathered. This is most important because some aspects of occupational information quickly become out of date and hence inaccurate and misleading.

Care should be exercised to ascertain the date when the publication was first printed. Sometimes there have been additional printings with no revisions. It goes without saying that any data contained in such a publication would be open to question.

The methods used in obtaining the information must be made known to the reader. Such information as library researched performed, number of schools or organizations inspected, and number of officials interviewed must be presented. This will establish the adequacy of the work and sampling done in gathering material. Some publications are merely collations of other materials, while others show evidence of varied methods of research.

The material must be validated by recognized authorities or by pertinent research studies. Many times specialists in a given field do not do an adequate job of putting the information into usable form or are too busy to do so. Individuals trained in research and presenting materials in published form are, many times, more competent to write the publications. However, the materials should be carefully read by specialists in the specific occupation for errors as well as for suggested additions or deletions. These specialists should be named so that the reading audience can ascertain the validity of the data.

It is desirable that the publication indicate that it has been "tried out" on potential consumers to determine the practical value of the information. Reading level, vocabulary, presentation and discussion of tabular and graphic materials--pictures and data--"flow," interest, and inclusion or exclusion of information need to be ascertained from the reading audience for whom the publication is intended.

5. In view of the changing nature of occupations, it is important that information be kept up-to-date. Provision should be made for review and revision when the original publication is issued, and new editions should state whether or not contents have been revised. Dates of original publications and of the data used should be given on both first and revised editions. When information about wages or other data subject to relatively rapid change is used, date and source should be indicated.

   In revised materials it should be mentioned whether the contents have been revised or merely reprinted. If the material has been republished, indication as to whether it was revised or merely reprinted should be given. Dates or a statement that the material has been revised will not always have too much validity. It will be well to compare the previous edition of the publication against the revision.

TESTS OF VALIDITY

Several techniques for testing the validity of occupational information are available to the counselor. Some, such as a general screening or a check on the comprehensiveness of coverage, are rather obvious and easy to apply. Others may require more time and effort.

A simple method in appraising the validity of information is to give the material an initial screening. Although the points listed below are stated in terms applicable to published materials, they can be adapted to other types of information.

1. What is the date of publication? Some data rapidly become obsolete, while other information remains valid for some time. Generally speaking, the older the data, the less accurate they are likely to be.

2. Is the authorship recognized as professionally sound? If the author and sponsoring agency are recognized as authorities, it may be assumed that efforts to insure accuracy have been made.

3. How careful and comprehensive was the research? By what methods were data collected? How many and of what nature were the sources probed? What were the competencies of the research workers? What attempts were made to validate the information?

4. Is the exact source of quoted statements given? If the material has the added support of other competent research and authorities, it becomes more significant.

5. Does the information present a well-ballanced and unbiased picture of the activity under study? Although some literature may seem biased to the reader because of his own point of view, it should give evidence that an attempt was made to present all facets of the subject objectively. Information that does not present both the pros and cons is immediately suspect.

6. Is the information attractive and readable? Spot checking of the material will enable a person familiar with students' tastes and abilities to estimate the extent to which the publication will be appealing and understood.

Norris, Willa; Zeran; and Hatch. The Information Service in Guidance, second edition. Chicago: Rand McNally and Company, 1969.

SUGGESTED RESOURCES FOR UNIT

INTRODUCTION	The list of resources suggested for use in this unit is a compilation of the holdings of - the SIGI Center at Santa Fe Junior College - the career lab at the Pensacola Junior College - the career lab at Manatee Junior College - the career information center at USF
DESCRIPTION	Discriptions of the resources are included on the following pages:

FLORIDA VIEW	Page 38
SOURCES OF FREE INFORMATION	Page 41
COMPUTERIZED SYSTEMS	Page 49
SYSTEMS	Page 51
BOOKS	Page 54
BROCHURES	Page 61
FILMS	Page 62
BOOKS FOR STAFF DEVELOPMENT	Page 63

Description of Florida VIEW System

The Florida VIEW System enables faculty and students to have up-to-date career information on over 440 careers. This system of microfiche cards covers occupations requiring all levels of training (vocational school, junior college, and university). Two major purposes of the system are: (1) to provide current career information and (2) to provide an improved method for matching student interest and abilities to current occupational requirements. These purposes are increasingly important because "the future will demand new and ever-changing 'families of skills' to keep pace with emerging occupations and professions . . . . VIEW can help open new paths to career exploration both now and in the future," explain the system developers.

The system has three components: (1) cards giving a general description of each of the careers; (2) cards providing specific information on local/state training opportunities for each of these careers; and (3) cards containing information for use by counselors and occupational specialists. The general description cards contain a one-paragraph sketch on the career; list requirements and qualifications, such as personal traits, aptitudes, and physical traits; and summarize the basic educational requirements. Other topics covered are: special entry requirements, opportunities, and economic returns. Additionally, the cards contain information on working conditions, advantages, disadvantages, sources of additional information, and related occupations.

The training cards list training opportunities on Florida's lower West coast and related information, such as length of program, award, and cost. More specific information is provided about courses of study, variations in some programs, local employment outlook (provided by the Florida Department of Commerce), financial aid, and local sources of information (schools and, in some instances, businesses and industries).

The third set of cards, designed for educators, lists persons who have first-hand knowledge of the occupation and are willing to answer questions posed by the student. These individuals are used to supplement the VIEW System and the counselors' knowledge.

Address: Florida View Center at PAEC
William Wooley, Coordinator
P. O. Drawer 190
412 South Boulevard
Chipley, Florida 32428

Career Card #1
Florida VIEW*
(Vital Information for Education and Work)

The Career:
This part contains a short, up-to-date description of the career.

Requirements and Qualifications
1. You should have
   A. Personal traits
   B. Aptitudes
   C. Physical traits
2. You must be able to . . .
3. You should know that . . .

Preparation and training needed (including special entry requirements)

Prospects and Opportunities
1. Job opportunities and distribution
2. Opportunities for advancement
3. Economic returns

More about this career
1. Working conditions
2. Advantages and disadvantages

Sources of additional information

Related Occupations

Educational Opportunities Card 2
Florida VIEW

Local training opportunities available in area IV of Florida

Course of study includes. . .(A composite list of courses is included here.)

Additional facts about training . . . (This section provides information on policy and course offering differences between and among institutions.)

Local employment outlook (reviewed every six months)

Sources of local information

Personal evaluation . . .(This part provides students with immediate feedback about their affective and cognitive ratings on the career.)

Florida VIEW allows educators to:

1) Keep current with job/career information, wages, and training information.

2) Have at their fingertips information about a wide variety of careers that young people may find interesting and attractive.

3) Help motivate students to investigate and inquire for themselves about careers and educational opportunities.

4) Know that the information they have is designed for Florida students by Florida educators.

5) Have access to low cost materials that fill a need that commercially prepared materials simply cannot.

6) Find out information and facts about both careers and training so they can help students formulate and achieve their goals.

7) Enrich current career education classes by being used in conjunction with already existing materials.

8) Be flexible in its use because there are no hard and fast rules on adapting or adopting VIEW materials.

9) Provide good resource and research material for a variety of subject matter areas, i.e. English, civics, reading, vocational education, etc.

10) Obtain in a relatively short time, career and local training opportunities information that would otherwise require extensive searching.

SOURCES OF CAREER AND OCCUPATIONAL INFORMATION* (FREE)

Listed below are sources of career information for each of twenty-eight career areas.

Accounting

National Society of Public Accountants
1717 Pennsylvania Avenue, N.W.
Washington, DC 20006

American Institute of Certified Public Accountants
666 Fifth Avenue
New York, NY 10019

Accounting Career Council
National Distribution Center
P.O. Box 650, Radio City Station
New York, NY 10019

National Association of Accountants
505 Park Avenue
New York, NY 10022

Financial Executives Institute
50 West 44th Street
New York, NY 10036

The Institute of Internal Auditors
170 Broadway
New York, NY 10038

Advertising, Marketing, and Public Relations

American Association of Advertising Agencies
200 Park Avenue
New York, NY 10017

American Advertising Federation
1225 Connecticut Avenue, N.W.
Washington, DC 20036

American Marketing Association
230 North Michigan Avenue
Chicago, IL 60601

Association of Industrial Advertisers
41 East 42nd Street
New York, NY 10017

National Association of Wholesalers
1725 K Street, N.W.
Washington, DC 20006

Public Relations Department
Rochester Institute of Technology
Box 3404
Rochester, NY 14714

Public Relations Society of America, Inc.
845 Third Avenue
New York, NY 10022

Small Business Administration
Washington, DC 20416

Service Department
Public Relations News
127 East 80th Street
New York, NY 10021

U.S. Department of Commerce
Washington, DC 20230

Aerospace and Aviation

Air Transport Association of America
1000 Connecticut Avenue, N.W.
Washington, DC 20036

American Institute of Aeronautics and Astronautics
1290 Avenue of the Americas
New York, NY 10019

General Aviation Manufacturers Assoc.
1025 Connecticut Avenue, N.W.
Washington, DC 20036

*Compiled by the State of Florida's Career Education Consortium from two lists by: (1) Peat, Marwick, Mitchell and Company and (2) The Center for Vocational Education, The Ohio State University.

Agribusiness and Natural Resources

American Farm Bureau Federation
225 Touhy Avenue
Park Ridge, IL 60068

American Forestry Association
919 17th Street
Washington, DC 20006

American Society of Agricultural Engineers
2950 Niles Road
St. Joseph, MI 49085

The American Society of Agronomy
677 South Segoe Road
Madison, WI 53711

American Society of Animal Science
39 Sheridan Avenue
Albany, NY 12210

National Forest Products Association
1619 Massachusetts Avenue, N.W.
Washington, DC 20036

U.S. Department of Agriculture, Forest Service
Washington, DC 20250

The Wildlife Society, Ste. S-176
3900 Wisconsin Avenue, N.W.
Washington, DC 20016

Architecture

Association of Collegiate Schools of Architecture
1785 Massachusetts Avenue, N.W.
Washington, DC 20036

The American Institute of Architects
1735 New York Avenue, N.W.
Washington, DC 20006

The American Institute of Architects
1785 Massachusetts Avenue, N.W.
Washington, DC 20036

Banking, Finance, and Investment

Banking Education Committee
The American Bankers Association
90 Park Avenue
New York, NY 10016

Federal Deposit Insurance Corporation
Director of Personnel
550 17th Street N.W.
Washington, DC 20429

Investment Counsel Association of American, Inc.
127 East 59th Street
New York, NY 10022

National Association of Bank Women, Inc.
National Office
111 East Wacker Drive
Chicago, IL 60601

National Bankers Association
4310 Georgia Avenue N.W.
Washington, DC 20011

National Consumer Finance Association
1000 16th Street, N.W.
Washington, DC 20036

Business and Office Services

Administration Management Society
Publications Department
Willow Grove, PA 19090

American Management Association
135 West 50th Street
New York, NY 10020

Bureau of Educational Assistance Programs
Division of Vocational and Technical Education
U.S. Office of Education
Washington, DC 20202

Division of Vocational and Technical Education
Bureau of Adult Vocational and Library Programs
U.S. Office of Education
Washington, DC 20202

National Association of Purchasing Management
11 Park Place
New York, NY 10001

National Secretaries Association (International)
616 East 63rd Street
Kansas City, MO 64110

Public Relations Department
Rochester Institute of Technology
Box 3404
Rochester, NY 14614

Public Relations Staff
General Motors Building
3044 West Grand Boulevard
Detroit, MI 48020

United Business Schools Association
1730 M Street, N.W.
Washington, DC 20036

Communication and Media

American Library Association
50 East Huron Street
Chicago, IL 60611

American Newspaper Publishers Association Foundation
750 Third Avenue
New York, NY 10017

Education Council of the Graphic Arts, Inc.
4615 Forbes Avenue
Pittsburgh, PA 15213

Modern Language Association
60 Fifth Avenue
New York, NY 10011

National Alliance of Television Association
5908 South Troy Street
Chicago, IL 60629

National Association of Broadcasters
1771 N Street, N.W.
Washington, DC 20036

Sigma Delta Chi, National Professional Journalism Society
35 East Wacker Drive
Chicago, IL 60601

Theta Sigma Phi
106 Lantern Lane
Austin, TX 78731

Construction

American Federation of Labor and Congress of Industrial Organizations
Building and Construction Trades Department
815 16th Street, N.W.
Washington, DC 20006

Assistant Director of Education
General Building Contractors Assoc., Inc.
Suite 1212 #2 Penn Center Plaza
Philadelphia, PA 19102

Associated Builders and Contractors, Inc.
P.O. Box 698
Glen Burnie, MD 21061

Associated General Contractors of America, Inc.
1957 E Street, N.W.
Washington, DC 20006

International Hod Carriers' Building and Common Laborers' Union of America
905 16th Avenue
Washington, DC 20006

National Association of Home Builders
1625 L Street, N.W.
Washington, DC 20036

Data Processing and Computer

Data Processing Management Association
505 Busse Highway
Park Ridge, IL 60068

American Federation of Information Processing Societies, Inc.
210 Summit Avenue
Montvale, NJ 07645

Association of Computing Machinery
1133 Avenue of the Americas
New York, NY 10036

Automation Institute of America, Inc.
760 Market Street, Suite 600
San Francisco, CA 94102

Education

American Federation of Teachers
1042 14th Street, N.W.
Washington, DC 20005

American School Counselor Association
1607 New Hampshire Avenue, N.W.
Washington, DC 20009

Association for Childhood Education International
3615 Wisconsin Avenue, N.W.
Washington, DC 20015

College Placement Council, Inc.
P.O. Box 2263
Bethelem, PA 18001

Council for Exceptional Children
Suite 900
1411 South Jefferson Davis Highway
Arlington, VA 22202

National Center for Information on Careers in Education
1607 New Hampshire Avenue, N.W.
Washington, DC 20009

U.S. Department of Health, Education, and Welfare
Office of Education
Washington, DC 20202

National Educational Association
1201 16th Street, N.W.
Washington, DC 20036

Electronics

National Alliance of Television and Electronics Service Association
5908 South Troy Street
Chicato, IL 60629

Electronics Industries Association
2001 I Street, N.W.
Washington, DC 20006

Engineering

American for Engineering Education
1346 Connecticut Avenue, N.W.
Washington, DC 20036

American Institute of Chemical Engineers
345 East 47th Street
New York, NY 10017

American Institute of Industrial Engineers, Inc.
United Engineering Center
345 East 47th Street
New York, NY 10017

American Society of Civil Engineers
345 East 47th Street
New York, NY 10017

The American Society of Mechanical Engineers
United Engineering Center
345 East 47th Street
New York, NY 10017

Engineers' Council for Professional Development
345 East 47th Street
New York, NY 10017

Institute of Electrical and Electronics Engineers, Inc.
345 47th Street
New York, NY 10017

The Society of Mining Engineers of AIME
345 East 47th Street
New York, NY 10017

Environment

The American Forestry Association
1319 18th Street, N.W.
Washington, DC 20036

American Geological Institute
2201 M Street N.W.
Washington, DC 20037

American Geophysical Union
2100 Pennsylvania Avenue, N.W.
Washington, DC 20037

American Meterological Society
45 Beacon Street
Boston, MA 02108

Ecological Society of America
Department of Botany
Southern Illinois University
Carbondale, IL 62901

Employment Division
Office of Personnel
U.S. Department of Agriculture
Washington, DC 20250

Institute of Environmental Sciences
940 East Northwest Highway
Mt. Prospect, IL 60058

Interagency Board of U.S. Civil Service Examiners for Washington, DC
1900 E Street, N.W.
Washington, DC 20415

International Oceanographic Foundation
1 Rickenbacker Causeway
Virginia Key, Miami, FL 33149

National Environmental Health Association
1600 Pennsylvania Street
Denver, CO 80203

Society of American Foresters
1010 16th Street, N.W.
Washington, DC 20036

Soil Conservation Society
7515 N.E. Ankeny Road
Ankeny, IA 50021

U.S. Civil Service Commission
Washington, DC 20250

Fine Arts and Humanities

Department of Public Information
Philadelphia College of Art
Broad and Pine Streets
Philadelphia, PA 19102

National Association of Schools of Music
1501 New Hampshire Avenue, N.W.
Washington, DC 20036

Government

International Association of Chiefs of Police
1319 18th Street, N.W.
Washington DC 20036

United States Civil Service Commission
c/o Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Health and Medicine

American Association of Medical Assistants
200 East Ohio Street
Chicago, IL 60611

American Dental Association
Council on Dental Education
211 East Chicago Avenue
Chicago, IL 60611

American Dietetic Association
Publications Department
620 North Michigan Avenue
Chicago, IL 60611

American Hospital Association
840 North Lake Shore Drive
Chicago, IL 60611

American Medical Association
Department of Health Manpower
535 North Dearborn Street
Chicago, IL 60610

American Medical Record Association
875 North Michigan Avenue, Suite 1850
Chicago, IL 60611

American Optometric Association
7000 Chippewa Street
St. Louis, MO 63119

American Pharmaceutical Association
2215 Constitution Avenue, N.W.
Washington, DC 20006

American Physical Therapy Association
1156 15th Street, N.W.
Washington, DC 20005

The American Registry of Radiologic Technologists
2600 Wayzata Boulevard
Minneapolis, MN 55405

The American Society of Radiologic Technology
645 North Michigan Avenue, Room 620
Chicago, IL 60611

American Veterinary Medical Assoc.
600 South Michigan Avenue
Chicago, IL 60605

National Association for Mental Health
10 Columbus Circle
New York, NY 10019

National League for Nursing
10 Columbus Circle
New York, NY 10019

Registry of Medical Technicians
P.O. Box 4872
Chicago, IL 60680

Hospitality and Recreation

American Association for Health Physical Education and Recreation
1201 16th Street, N.W.
Washington, DC 20036

National Recreation and Park Assoc.
Professional Development Service
1700 Pennsylvania Avenue, N.W.
Washington, DC 20006

American Hotel and Motel Assoc.
888 Seventh Avenue
New York, NY 10019

Industry, Machine and Tool Trades

The American Society for Metals
Metals Park, Ohio

Scientific Apparatus Makers Association
370 Lexington Avenue
New York, NY 10017

Insurance Occupations

Institute of Life Insurance
277 Park Avenue
New York, NY 10017

Insurance Information Institute
110 William Street
New York, NY 10038

National Association of Public Insurance Adjusters
1613 Munsey Building
Baltimore, MD 21202

Management

American Management Association
The American Management Association Building
135 West 50th Street
New York, NY 10020

Mathematics Occupations

American Mathematical Soceity
P.O. Box 6248
Providence, RI 02904

Association for Computing Machinery
1133 Avenue of the Americas
New York, NY 10036

Mathemtaical Association of America
1225 Connecticut Avenue, N.W.
Washington, DC 20036

Public Relations Staff
General Motors Building
3044 West Grand Boulevard
Detroit, MI 48202

Society for Industrial and Applied Mathematics
33 South 17th Street
Philadelphia, PA 19103

Personal Services

Gemological Institute of America
11940 San Vicentee Boulevard
Los Angeles, CA

Institute of Life Insurance
277 Park Avenue
New York, NY 10017

National Society of Interior Designers
315 East 62nd Street
New York, NY 10021

Retail Jewelers of America, Inc.
1025 Vermont Avenue, N.W.
Washington, DC 20005

Society of American Florists
901 North Washington Street
Aldexandria, VA 22314

Sales

National Association of Real Estate Boards
155 East Superior Street
Chicago, Il 60611

National Association of Wholesaler-Distributers
1725 K Street
Washington, DC 20006

The National Retail Merchants Assoc.
100 West 31st Street
New York, NY 10001

National Automobile Dealers Assoc.
2000 K Street
Washington, DC 20006

Sales and Marketing Executive International
Student Education Division
630 Third Avenue
New York, NY 10017

Science

American Astronomical Society
211 Fitz Randolph Road
Princeton, NJ 08540

American Chemical Society
1155 16th Street, N.W.
Washington, DC 20036

American Geological Institute
2201 N Street, N.W.
Washington, DC 20036

American Institute of Biological Sciences
3900 Wisconsin Avenue, N.W.
Washington, DC 20016

American Institute of Chemical Engineers
345 East 47th Street
New York, NY 10017

American Insitute of Mining, Metallurgical and Petroleum Engineers
345 East 47th Street
New York, NY 10019

American Institute of Physics
335 East 45th Street
New York, NY 10017

American Meterological Society
45 Beacon Street
Boston, MA 02108

American Society of Biological Chemists
6950 Wisconsin Avenue, N.W.
Washington, DC 20014

American Society of Horticultural Science
615 Elm Street
St. Joseph, MI 49085

American Society for Microbiology
1913 I Street, N.W.
Washington, DC 20006

Division of Public Information
Atomic Energy Commission
Washington, DC 20545

Entomological Society of America
4603 Calvert Road
College Park, MD 20740

Interagency Board of U.S. Civil Service Examiners for Washington, DC
1900 E Street, N.W.
Washington, DC 20415

The International Oceanographic Foundation
10 Rickenbacker Causeway
Virginia Key
Miami, FL 33149

Manufacturing Chemists' Association, Inc.
1825 Connecticut Avenue, N.W.
Washington, DC 20009

National Science Teachers Association
1201 16th Street, N.W.
Washington, DC 20006

Office of Educational Programs and Services
National Aeronautics and Space Admin.
400 Maryland Avenue
Washington, DC 20025

Office of the Secretary
Botanical Society of America
Department of Botany
Indiana University
Bloomington, IN 47401

Society of Exploration Geophysics
Box 3098
Tulsa, OK 74101

Social Science Occupations

The American Anthropological Assoc.
1703 New Hampshire Avenue, N.W.
Washington, DC 20009

American Economic Association
1313 21st Avenue South
Nashville, TN 37212

The American Sociological Assoc.
1001 Connecticut Avenue, N.W.
Washington, DC 20036

Association of American Geographers
1146 16th Street, N.W.
Washington, DC 20036

The Foreign Service in the Seventies
U.S. Department of State
Publication 8535
Washington, DC 20520

Smithsonian Institute
Washington, DC 20560

Social Work

National Association of Social Workers
1425 H Street, N.W.
Washington, DC 20005

National Center for Church Vocations
1307 South Wabash Avenue
Chicago, IL 60605

National Commission for Social Work Careers of the National Association of the Social Workers, Inc.
2 Park Avenue
New York, NY 10016

Transportation

Air Transport Association of America
1000 Connecticut Avenue, N.W.
Washington, DC 20036

American Trucking Association
1616 P Street, N.W.
Washington, DC 20036

The Association of American Railroads
Public Relations Department
1920 L Street, N.W.
Washington, DC 20006

Department of Transportation
Federal Aviation Administration
Washington, DC 20590

Excerpted from: The Computer and Guidance in the United States: Past, Present and a Possible Future, by Harris and Tiedeman. ERIC Number 2.

BRIEF DESCRIPTIONS OF CURRENTLY EXISTING DOMINANT COMPUTER-INVOLVED GUIDANCE SYSTEMS IN THE UNITED STATES

I. Direct Inquiry Systems without Monitoring

A. The Guidance Information System (GIS) is a commercial system which made use of some of the ideas employed in the Information System for Vocational Decisions. This system, currently marketed by Time Share Corporation and Houghton Mifflin, is a direct inquiry system without monitoring. It offers the user an interactive search of four data files by entering coded characteristics which are explained in the user manual. These files are all two and four-year colleges in the United States, specialized schools in some regions, occupations, and financial aids. The user receives both a list of options and descriptive information about each. Current cost of the system is 75¢ per fifteen-minute use, or $3.00 per hour. For further information, write to

Time Share Corporation
Hanover
New Hampshire

B. The Oregon Information Access System (OIAS) is a statewide system in Oregon. It is an interactive direct inquiry system without monitoring, operating on IBM and Hewlett Packard computers with typewriter terminals. The system has six components: a) QUEST, an on-line questionnaire which assists users to assess interests and abilities, leading to the identification of occupations in the data file which have the characteristics desired by the user, b) information about occupations selected by the user, including local manpower data, c) information about training opportunities within the state, d) bibliography of reference materials for further information, e) taped interviews with workers in each of the 230 occupations in the data file, and f) local persons who are willing to discuss their occupations with students. The system is costing approximately $2.00 per student hour of use.

II. Direct Inquiry Systems with System Monitoring

A. The Computerized Vocational Information System (CVIS), developed by JoAnn Harris and colleagues at Willowbrook High School in Villa Park, Illinois, makes use of an IBM 360 or 370 computer and cathode ray tubes. CVIS is a direct inquiry with monitoring system. The system has three distinct parts: the guidance system, the computer-assisted instruction system, and the administrative system. The guidance system has ten subsystems: vocational exploration at junior high level with associated visual materials; vocational exploration at secondary school level; four-year college information and search;

community college information and search; technical school information and search; apprenticeship information; military information; local job search; financial aids search; and student registration. The CVIS system is in public domain and has been broadly distributed; it is currently operational in 122 sites in the United States. Current cost per student hour at the terminal is $1.92. An active consortium of CVIS users maintains its data files and shares in new developments. Further information about the CVIS system can be obtained from:

CVIS Distribution Center
Carroll Hall
Western Maryland College
Westminister, Maryland 21157

B. The Education and Career Exploration System (ECES) a direct inquiry system with monitoring, was originally developed by the IBM Corporation. It has been given to the State of Michigan and is operational in Genesee Intermediate School District in Flint, Michigan. New developments and modifications of the system are underway at the site of operation. ECES III, the latest version, makes use of a cathode ray tube terminal, a microfiche reader, and an IBM 360-50 machine. ECES provides four on-line components and one off-line component. The on-line ones are exploration of 400 occupations with job duty samples, exploration of 400 post-secondary majors, and teaching and practice of decision making. The off-line component is a batch-process search of educational institutions, including four-year colleges, two-year colleges, and technical-specialized schools. Further detailed information can be obtained from:

Mr. Alva Mallory
Genesee Intermediate School District
Flint, Michigan

C. The System for Interactive Guidance and Information (SIGI) is under development and field test at Educational Testing Service, in Princeton, New Jersey. This system, unlike the others described here, is specifically designed for community college students. The system offers four subsystems: a) Values, b) Information, c) Prediction, and d) Planning. The first describes 10 occupational values, assists the user to weigh them, and identifies occupations which may fulfill the user's combination of them. The second subsystem provides information about occupations selected by the user; the third allows the user to receive predictive statements about probability of success in given courses or curricula related to his occupational choice. The fourth assists the user with specific step-by-step planning toward implementation of career choice. The system is designed to operate on a stand-alone PDP-11 minicomputer with multiple cathode ray tube terminals. Further detailed information can be obtained from:

Dr. Arthur M. Kroll
Dir., Guidance Programs

or

Educational Testing Service
Princeton, New Jersey

Ms. Katherine Darlington
Asst. Prog. Director

LISTING OF RESOURCES FOR
CAREER INFORMATION UNIT

Systems, Kits, Reference Books

BBCCS GUIDANCE KIT. All BBCCS publications, including a one-year subscription to Counselor's Information Service, and Occupational Brief Kit which includes 28 occupational briefs. Available from B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N. W., Washington, D.C. 20036.

CAREER DESK TOP KIT (Career, Inc., Largo, Florida) consists of a handy desk top collection of selected college "Career Briefs", and career summaries.

CAREER OPPORTUNITIES SERIES. This is a series of self-guidance booklets on varied topics, such as accounting, art, data processing, engineering, real estate, and recreation. They are designed especially for women "who are, have been, or expect to be largely home-based while their children are young and who want to undertake employment before, during, or after that period."

CATALYST. Catalyst, New York, New York. Set of 42 books describing the opportunities for women with special emphasis on non-traditional careers.

CAREER RESOURCE BIBLIOGRAPHY. Published monthly except June and July by the National Career Information Center, a service of the American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009. Subscription cost to APGA members is $15 per year; $25 to non-members.

CAREERISM NEWSLETTERS. Published by Information Services, Box 3/907 Culver Road, Rochelle, NY 14623. The subscription rate is $17.50 each.

DICTIONARY OF OCCUPATIONAL TITLES, Volume I. This volume contains an alphabetical listing of names and definitions of 21,741 separate occupations in the United States. Data contained in the definitions include information on WHAT gets done, HOW it gets done, and WHY it gets done. Other types of information are also provided, indicated, or implied: (1) functions performed by the worker; (2) significant aptitudes, interests, and temperaments required by the job; and (3) critical physical demands and working conditions.

DICTIONARY OF OCCUPATIONAL TITLES, Volume II. This second volume complements Volume I which lists and defines occupations in the American economy. Volume II groups jobs having the same basic occupational, industrial, or worker characteristics to clarify for the reader relationships among occupations. Several types of information are provided for each grouping of jobs, such as (1) work performed; (2) worker requirements; (3) clues for relating applicants and requirements; (4) training and methods of entry; and (5) related classifications of jobs.

ENCYCLOPEDIA OF CAREERS AND VOCATIONAL GUIDANCE, Volume I--Planning Your Career. This volume contains seventy-one broad articles on opportunities in major areas of work, such as foreign service, mathematics, book publishing, management, real estate, and sports. Each article describes, in general, a field or family of occupations.

ENCYCLOPEDIA OF CAREERS AND VOCATIONAL GUIDANCE, Volume II--Careers and Occupations. In volume II there are 220 articles on specific occupations, such as oceanographers, X-ray technicians, social workers, editors, and real estate salesmen and brokers. Classified into ten major categories--professional, managerial, and technical; clerical; sales; service; agriculture; forestry, fishery and conservation; machine trades; bench work; structural work; and miscellaneous--the articles contain detailed information on each of 650 occupations. The following types of information are included: the nature of the work, educational and special requirements, history, methods of entry, advancement, employment outlook, earnings, conditions of work, social and psychological factors, and sources of additional information.

EXPLORING CAREERS THROUGH CAREER TAPES: This is one of the most popular features of the Career Laboratory. The package consists of 60 unrehearsed interviews on audio cassettes with persons in careers at all levels. The questions are formulated to bring out the kind of information needed by students. Each interview is also summarized. The package costs $210.00, consists of 30 cassettes, or $3.50 per interview. The package system can be purchased from Educational Progress Corporation, 8538 East 41st Street, Tulsa, Oklahoma 74145.

JOB FAMILY SERIES BOOKLETS. Published by Science Research Association, 299 East Erie Street, Chicago, Illinois 60611. The booklets cost $1.12 each.

MASTER ROLLODEX FILE SYSTEM: About 2,000 careers are listed on rollodex cards. On each card is listed all the material, printed and audio-visual, and information available in the Career Laboratory. This may include briefs, booklets, books, vertical file folders, filmstrips, tape recordings, video-cassettes, and the name of live consultants.

OCCUPATIONAL FILE PLAN (VERTICAL FILES): Over 1100 folders on occupations are maintained in vertical files, using the Wilma Bennett Occupational File Plan. It is also connected with the master rollodex file system.

OCCUPATIONAL OUTLOOK QUARTERLY. Published by Bureau of Labor Statistics, 1371 Peachtree Street, NE, Atlanta, Georgia 30309.

OCCUPATIONAL EXPLORATION KIT (OEK).(1975) SRA--The College Exploration Kit is the boxed kit which provides a systemic personalized approach to career information. The "occupational scanner" in this kit bases career exploration on educational aspiration, abilities and interests. It contains 400 occupational briefs which describe thoroughly the specific occupations giving qualifications, training required, earnings, future outlook, etc. Sixteen Job Family Booklets are also included in this kit to help you relate your interests and abilities to many careers.

OCCUPATIONAL GUIDANCE BRIEFS (By Finney Company): This is a convenient system consisting of about 35 wire-bound books holding 20 briefs each. All volumes are displayed on a rack with easy index system for retrieval of information; lends itself to use by students with little or no assistance needed. Can be purchased from Finney Company, 3350 Gorham Avenue, Minneapolis, Minnesota 55426.

OCCUPATIONAL OUTLOOK HANDBOOK, U.S. Department of Labor, Bureau of Labor Statistics. This reference source provides encyclopedic information on over 800 occupations and 80 major industries. The main purpose of the Handbook is to provide occupational information that broadens the knowledge of choices available to young people and helps them make intelligent career plans. It is also a useful resource for persons entering or reentering the work force at different stages in their lives. The hundreds of occupations, the questions it answers are as such: what does a person actually do on the job, what abilities and interests does the job call for; what kind of schooling and other training is required for the job, what are the working conditions like; and most importantly, what will be the job opportunities in coming years.

SRA CAREER BRIEFS (including updating service) The SRA occupational briefs cover a range of four-hundred different careers. Each four-page, hard-copy brief provides a concise description of a typical incident in the work-day; gives a sketch of the job; and describes its history/background. Other topics are: working conditions and activities, personal requirements, education/training, getting started and advancing, and hours and earnings. The briefs also discuss advantages and disadvantages, future opportunities, and additional information, such as (1) organizations, (2) periodicals, and (3) selected references.

SOUND FILMSTRIP CAREER-VOCATIONAL GUIDANCE--(Guidance Associates of Pleasantville, New York.) A system of Career-Vocational Sound Filmstrips which students may view and listen in order to find out more about careers. The filmstrips include ones on engineering, applied science, elementary education, nursing, home economics, business administration and general career information.

U.S. ARMY CAREER EDUCATION GUIDE, Student Edition. This resource is a loose-leaf notebook containing information on over three-hundred different occupations. The first sections show the close relationship between many of the occupations in today's army and occupations in civilian employment. Later sections provide more detailed information on each career.

VOCATIONAL BIOGRAPHIES (Series A-F) These spiral-bound booklets contain four-page descriptions of a large variety of careers. Each occupation is written as a feature article on a person presently holding the job. In many instances, the person's picture is even included. Following the article, a half-page summary is provided, including job facts (salary range, educational requirements, and personal characteristics desired) and organizations to write for additional information about the occupation.

General Books

A DEFINITIVE STUDY OF YOUR FUTURE AS A WORKING WOMAN, Gloria B. Stevenson. Designed for the woman who plans to either work a good part of her life or just part-time for a limited period of time, the book includes facts and figures about the labor market, occupations and occupational trends, and other aspects of employment

CAREER GUIDE TO PROFESSIONAL ASSOCIATION, Carroll Press Staff. A directory of organizations by occupational field. Gives information on nearly 2,000 organizations and classifies them by career field. The purpose of this guide is to offer the reader a complete view of all the organizations within a specific career field. It also gives information as to which organizations offer free career literature.

CAREERS OF THE FUTURE AND THE PRESENT: Paraprofessions, Sarah Splaver. This book gives information on the definition of the paraprofessional, their roles, educational requirements and the various fields in which they are employed.

FEDERAL CAREER DIRECTORY: 1975--A Guide for College Students, U.S. Civil Service Commission. This directory presents specific information about Federal careers and the agencies that employ college graduates for these positions. Part I looks at all the major Federal career occupations. Part II is a quick but comprehensive look at the federal agencies, their missions and the career opportunities they can offer. Part III is an index of job briefs listed in relation to college majors.

THE FEMININE MYSTIQUE, Betty Friedan. The famous bestseller that ignited women's liberation discusses many of the topics which face today's woman in the pursuit of a career and individual expression.

HOW TO GO TO WORK WHEN YOUR HUSBAND IS AGAINST IT, YOUR CHILDREN AREN"T OLD ENOUGH, AND THERE'S NOTHING YOU CAN DO ANYHOW, Felice N. Schwartz, Margaret Schifter, Susan Gillotti. This handbook has been designed to assist the woman's smooth re-entry or entry into the world of meaningful, challenging jobs, on flexible schedules compatible with continuing domestic responsibilities. It gives advice on resumes, interviews, ways to persuade skeptical employers, tax and financial information and lively profiles of women in varying marital situations who have successfully found the right job to use their energies and abilities to the fullest.

I CAN BE ANYTHING: Careers and Colleges for Young Women, Joyce S. Mitchell. Joyce Mitchell has designed this book to help the woman learn more about different careers which have in the past been traditionally male-oriented. She gives information on 90 different careers with information on what the work is like, educational requirements, who many women are in the field and where they work, which colleges awarded the most degrees to women in the field and where to get more information.

THE JOB HANDBOOK FOR POST COLLEGE COP-OUTS, Lawrence Handel. In this book, the author shares his experiences and knowledge of jobs that are for the post college graduate who is not yet ready to face the establishment.

OCCUPATIONAL LITERATURE: An Annotated Bibliography, Gertrude Forrester. A very useful bibliography to either the counselor or student seeking sources of information on careers. This book lists publishers, clearing houses, agencies, and associations which provide career information. The occupations are listed alphabetically. It also provides useful information on scholarships, occupations for the handicapped, periodicals and professional counseling services.

THE OCCUPATIONAL THESAURUS, Everett A. Teal. This book is designed to be used as a job guide handbook for college students with majors in anthropology, economics, history, languages, mathematics, political science, psychology, and sociology. It describes the many different occupational areas one is qualified for with a degree in the aforementioned majors.

SECOND INCOME MONEY MAKERS, Scott Witt. Designed to assist the person who is interested in second income earning methods. It discusses various types of businesses which can be operated out of the home, how to assess and get the most out of your skills, investments, franchises and real estate deals.

THE SECOND TIME AROUND: Finding a Civilian Career in Mid-Life, Kent J. Collings. This book is designed to assist the retired military person in returning to civilian life and employment. It is well written and can be useful to retirees other than military as it covers many of the problems and solutions to returning to the job scene after retirement.

STARTING OVER, Damon Stetson. The author discusses the aspects of starting over again in a new career. He introduces the reader to the individuals who successfully and often radically changed their ways of life. Starting over is a remarkable, candid survey of hundreds of men and women who abandoned occupational inertia for a new career, and the psychologists, family counselors, employment agents and executive recruiters who advised them. The author exposes the hazards and uncertainties, the incompetent "experts" and false hopes that often lead to disaster.

THE UNABASHED CAREER GUIDE, Peter M. Sandman. A funny but accurate summing up of the great and not so great expectations to be found in the major career fields in America today; big business, private enterprise, teaching, journalism, advertising, the clergy, the military, law, medicine, banking, insurance, social work, scientific research and others. Illusions are explored, true salaries revealed, life styles exposed, and job satisfactions and dissatisfactions openly discussed--all with sobering wit and acumen.

WOMEN IN VOCATIONAL EDUCATION, Project Baseline. This report covers various topics which relate to the woman and work. Information concerning the current status of women in the world of work, vocational-technical education for females, sexism in society and education, staff-related problems for women in education, affirmative action for women in educational and employment and implications for change in vocational-technical education is covered.

WORKING, Studs Terkel. A fascinating book in which the author, through personal interviews, has people talk about what they do. It offers an inside glimpse into the personal nature of one's job and how it affects them at work, home and in their leisure time.

WORKING LOOSE: A Book About Finding Work You Want To Do, American Friends Service Committee. Through the personal experiences of various writers, this book attempts to lay out the issues, feelings and struggles that the writers have experienced in resolving the basic question about work in their lives and hope that basic fulfilling work can be found for each individual.

Other General Books:

Career Guidance	Eli Ginzberg
Career Mobility	Donna Ketchum Story
Career Opportunities for Women in Business	Alice Gore King.
Career Satisfaction and Success	Bernard Haldane
Careers and Professions	Max L. Marshall
How To Run A Successful Investment Club	Raymond Trigger
Occupational Information	Robert Hoppock
Occupations for Men and Women After 45	Juvenal Angel
Woman's Guide to Part-Time Jobs	Joseph D. Cooper
Your Future in Exotic Occupations	Dora R. Evers
Your Future in Jobs Abroad	Elmer L. Winter
Your Future in Your Own Business	Elmer L. Winter

Manatee Junior College Library
Career-Related Books
Arranged By Career Clusters*

Career Guidance	Ginzberg, Eli	HF 5382.5 .U5 G5
Career Mobility	Story, Donna Ketchum	RT .81 .U6 S76
Career Opportunities for Women in Business	King, Alice Gore	HD 6058 .K5
Career Satisfaction and Success	Haldane, Bernard	HF 5549.5 .J63 H27
Careers and Professions	Marshall, Max L.	Ref. HF 5382.5 .U5 M37
How To Run a Successful Investment Club	Trigger, Raymond	HG 4530 .T7 1960
Occupational Information	Hoppock, Robert	HF 5381. .H582 1967
Occupations for Men and Women After 45	Angel, Juvenal	HF 5381 .A786 1954A
Woman's Guide to Part-Time Jobs	Cooper, Joseph D.	HD 6095 .C73
Your Future in Exotic Occupations	Evers, Dora R.	HF 5381.2 E83
Your Future in Jobs Abroad	Winter, Elmer L.	HF 5549 .E45 W53
Your Future in Your Own Business	Winter, Elmer L.	HF 5381 .W77 1966

Agri-Business and Natural Resources

Agriculture, Your Future In	Hutchison, Chester Smith	S 494.5 .A4 H8
Archaeolgy, Your Future In	Larue, Gerald A.	CC 77 .L36
Astronomy, Your Future In	Bell, Raymond Martin	QB 51.5 .B45
Forestry Career, Opportunities in a	Demmon, Elwood Leonard	SD 387 .F6 D45 1967
Nursery Industry, Your Future in the	Pinney, John James	SB 51 .P55 1967
Outdoors, Careers in the	Boesch, Mark J.	S 944 .B63 1975
Outdoors, Careers	Joseph, James	HF 5381 .J67

Business and Office Occupations

Accounting Career, Opportunities in an	Ankers, Raymond G.	HF 5629 .A57
Accounting, Your Future in	Locklear, Edmond	HF 5629 .L6
Banking, Your Future in	Boynton, Ralph E.	HG 2491 .B6
Computer Programming, Your Future in	Davis, Sidney	QA 76.25 .D3
Credit Field, Your Future in the	Neifeld, Morris R.	HF 5566 .N4
Electronic Computer Field, Your Future in the	Bibby, Dause L.	HF 5548 .B48
Executive, So You Want To Be An	Reeves, Elton T.	HV 5500.2 .R43
Insurance, Your Future in	Kedzie, Daniel P.	HG 8053 .K4
Hotel Management, Your Future in	Scannabend, Roger P.	TK 911 .S6 1964
Law Career, Opportunities in a	Elliott, Sheldon Douglas	KF 297 .Z9 E4 1964
Life Insurance Selling, Opportunities in	Rosler, Lee	HG 8876 .R69
Management Careers, Opportunities in	Place, Irene Magdaline	HD 20 .P534
Mathematics Careers, Opportunities in	Gehman, Harry Merrill	QA .G418 1964
Office Occupations, Opportunities in	Popham, Estelle L.	HF 5547 .P62
Personnel Work, Your Future in	Pond, John H.	HF 5549 .P63
Public Relations, Opportunities in	Henkin, Shepard	HM 263 .H45 1964
Secretarial Careers	Anderson, Ruth I.	HF 5547 .A74
Secretary, Your Future as a	Noyes, Nell Braly	HF 5547 N6
Securities Business, Opportunities in the	Shulsky, Sam	HG 4539 .S473
Shorthand Reporter, Your Future as a	Van Allen, Edward J.	Z 53 .V35

Environment

Astronomy, Your Future in	Bell, Raymond Martin	QB 51.5 .B45
Forestry, Your Future in	Hanaburgh, David Henry	SD 373 .H28
Forestry Career, Opportunities in a	Demmon, Elwood Leonard	SD 387 .F6 D45 1967
Geology, Your Future in	Weitz, Joseph Leonard	QE 34 .W4
Landscape Architecture, Your Future in	Frazier, John B.	SB 469.4 .A2 F7

Fine Arts and Humanities

Acting, Opportunities in	Moore, Dick	PN 2055 .M6
Art Career Guide	Holden, Donald	N 8350 .H6
Ceramic Engineering, Opportunities in	Scholes, Samuel Ray	TP 808 .S35 1968
Interior Design, Your Future in	Greer, Michael	NK 2116 .G7
Interior Design and Decoration, Opportunities in	Ball, Victoria (Kloss)	NK 2116 .B3
Music, Careers and Opportunities in	Rich, Alan	ML 3795 .R5
Music, Your Future in	Curtis, Robert E.	ML 3795 .C87
Music Careers, Opportunities in	Spaeth, Sigmund Cottfried	ML 3795 .S7
Photography Careers, Opportunities in	Johnson, Bervin M.	TR 154 .J64
Television, Your Future in	Deutscher, J. Noel	PN 1992.55 .D4

Health Occupations

Chiropractic Career, Opportunities in a		RZ 236 .06
Dental Assisting, Your Future in	Frost, Jane C.	RK 76 .F76 1970
Dental Hygienist, Your Future as a	Paige, Barbara E.	RK 60 .P34
Dentistry, Your Future in	Cohen, Raymond	RK 60 .C58
Dietitian, Your Future as a	American Dietetic Assoc.	TX 164 .A4
Hospital Administration, Your Future in	Kirk, Weir Richard	RA 971 .K53
Medical Assisting, Your Future in	Chernok, Norma B.	R 728.8 C44
Medical Illustrating, Your Future in	Nakamura, Julia V.	R 836 .N35
Medical Technology, Your Future in	Paul, Grace	RB 37 .P28
Nursing, Your Future in	McDonnell, Virginia B.	RT 82 .M23
Nursing Careers, Opportunities in	Weiss, Madeline Olga	RT 82 .W38
Nursing Careers, Your Future in	Robinson, Alice M.	RT 82 .R56
Occupational Therapy, Opportunities in	Franciscus, Marie Louise	RM 735 .Z9 F7
Occupational Therapy, Your Future in	Shuff, Frances L.	RM 735 .S48
Optician, Your Future as an	Hirschhorn, Hans S.	RE 962 .H56 1970
Optometry, Your Future in	Gregg, James R.	RE 959 .G7
Optometry Career, Opportunities in an	Kitchell, Frank M.	RE 959 .K5
Osteopathic Medicine, Opportunities in	Mills, Lawrence W.	RZ 336 .M49
Pharmacy, Your Future in	Kraemer, James E.	RS 122.5 .K7
Pharmacy Careers, Opportunities in	Gable, Fred B.	RS 122.5 .G3
Photography Careers, Opportunities in	Johnson, Bervin M.	TR 154 .J64
Physician, Your Future as a	Kalb, S. William	R 690 .K3
Physical Therapy, Opportunities in	Krumhansl, Bernice	RM 701 .K7
Radiologic Technology, Your Future in	Spirko, Christina	RM 849 .S 67 .567
Speech Pathology, Opportunities in	Newman, Parley W.	RC 423 .Z9 N4
Veterinary Medicine, Opportunities in	Swope, Robert E.	SF 779.5 .S9
Veterinary Medicine, Your Future in	Riser, Wayne H.	SF 779.5 .R56

Hospitality and Recreation

Food Preparation and Service, Opportunities in	Rosenthal, Jacob	TX 945 .R63
Food Services and Technology, Opportunities in	Endres, Joseph D.	TX 533 .E5
Foodservice Industry, Career Ladders in the		TX 911 .C4
Hotel and Motel Industry, Opportunities in the	Henkin, Shepard	TX 911 .H42 1967
Hotel Management, Your Future in	Sonnabend, Roger P.	TK 911 .S6 1964
Magician, So You Want to Be a	Laurence, White	GV 1548 .W48
Music, Careers and Opportunities in	Rich, Alan	ML 3795 .R5
Music Careers, Opportunities in	Spaeth, Sigmund Cottfried	ML 3795 .S7
Outdoors, Careers	Joseph, James	HF 5381 .J67
Outdoors, Careers in the	Boesch, Mark J.	S 944 .B63 1975
Recreation and Outdoor Education, Opportunities in	Nash, Jay Bryan	GV 14.5 .N25

Manufacturing

Chemical Engineering, Your Future in	Feder, Raymond L.	TP 186 .F4
Chemistry, Careers and Opportunities in	Pollack, Phillip	QD 39.5 P6
Electronic Engineering, Your Future in	Levine, Sol	TK 7845 .L43
Industrial Engineering, Your Future in	Hammond, Ross W.	T 58 .H245
Physics, Your Future in	Bell, Raymond Martin	QC 29 .B4
Plastics Careers, Opportunities in	Dearle, Denis Arthur	TP 986 .AZ D349 1963
Technical Writing, Opportunities in	Gould, Jay Reid	T 11 .G66
Textile Careers, Opportunities in	Barnhardt, Robert A	TS 1463 .B3
Textile Industry, Opportunities in the	Barnhardt, Robert A	TS 1463 .B3

Marine Science

Oceanographic Careers, Opportunities in	Fanning, Odom	GC 30.5 .F35
Oceanography, Your Future in	Gaber, Norman H.	GC 30 .G3

Marketing and Distribution

Advertising, Find a Career in	Rubicam, Harry Cogswell	HF 5828 .R75
Advertising Careers, Opportunities in	Clarke, George Timothy	HF 5828 .C58
Direct Selling, Your Future in	Goodrich, Foster E.	HF 5438 .G832 1965
Life Insurance Selling, Opportunities in	Rosler, Lee	HG 8876 .R69
Market Research, Opportunities in	Platten, John Homer	HF 5415.2 .P55
Marketing, Your Future in	Orent, Norman B.	HF 5415 .O64
Model, Your Future as a	MacGil, Gillis	HD 6073 .M7 M3
Real Estate, Your Future in	Durst, Seymour B.	HD 1379 .D8
Retailing, Your Future in	Scott, George A.	HF 5429 .S359
Sales Careers, Opportunities in	Haas, Kenneth Brooks	HF 5438 .H1344 1968
Selling What You Make	Wood, Jane	HF 5439 .H27 W65

Personal Services

Airline Stewardess, Your Future as an	Rudolph, Patricia	TL 720.3 .R8
Beauty Culture, Your Future in	Gelb, Lawrence M.	TT 958 .G39 1970
Hotel and Motel Industry, Opportunities in the	Henkin, Shepard	TX 911 .H42 1967
Occupational Therapy, Your Future in	Shuff, Frances L.	RM 735 .S48

Public Services

Air Force, Your Future in the	MacCloskey, Monro	UG 633 .M33
Army, Your Future in the	Walmsley, Harold	UB 323 .W3
Astronautics and Rocketry, Careers in	Adams, Carsbie C.	TL 850 .A3
Civil Engineering, Your Future in	Golze, Alfred R.	TA 157 .G7
Elementary School Teaching, Your Future in	Shockley, Robert J.	LB 1775 .S52
Federal Government, Your Future in the	Gould, Stephen	JK 716 .G68
Foreign Service, Your Future in the	Delaney, Robert Finley	JX 1706 .Z7 D4
Foreign Service, Opportunities in	Harrington, Lucille Frasca	JK 1293 .U6 H3
Guidance Counselor, Your Future as a	McDonough, Thomas E.	HF 5381 .M16
International Service, Your Future in	Calvert, Robert	HF 5549.5 .E45 C3
Law Career, Opportunities in a	Elliott, Sheldon Douglas	KF 297 .Z9 E4 1964
Law Enforcement, Your Future in	Gammage, Allen Z	HV 8143 .G2
Librarian, Your Future as a	Clarke, Joan Dorn	Z 682 .C58
Marine Corps, Your Future in the	Fraser, Angus M.	VE 153 .F7 1969
Merchant Marine, Your Future in the	McLintock, Gordon	VK 160 .M25
Navy, Your Future in the	Burrowes, Thomas	VB 259 .B8 1965
NASA, Your Future in	Levine, Sol	TL 521.312 .L4
Nuclear Energy Fields, Your Future in	Thompson, William E.	QC 782 .T5
Psychology Careers, Opportunities in	Super, Donald Edwin	BF 76 .S8
School Psychology, Your Future in	Gelinas, Robert P.	LB 3013.6 .G4
Social Work, Your Future in	Beck, Bertram M.	HV 41 .B4
Social Workers, New Careers for	Richmond, Adrianne	HF 5382.5 .U5 R5

Transportation

Aerospace Technology, Your Future in	Ely, Lawrence D.	TL 850 .E4
Airline Stewardess, Your Future as an	Rudolph, Patricia	TL 720.3 .R8
Astronautics and Rocketry, Careers in	Adams, Carsbie C.	TL 850 .A3
Automotive Industry, Your Future in the	Taylor, Dawson	HD 8039 .A82 U68
Merchant Marine, Your Future in the	McLintock, Gordon	VK 160 .M25
Pilot, Your Future as a	Scribner, Kimball J.	TL 561 .S3 1968
Traffic Engineering, Opportunities in	Robinson, Carlton C.	HE 335 .R6
Traffic Management, Your Future in	Heine, Robert E.	HF 5780 .U6 H4 1967
Travel Careers, Opportunities in	Short, Don	G 155 .U6 S45 1966

Brochures

ARE YOU AN OCCUPATIONAL IGNORAMUS. Published by the College Placement Council, P. O. Box 2263, Bethlehem, PN 18101. Copies are 16¢ each.

CPC SALARY SURVEY. Published by the College Placement Council, P. O. Box 2263, Bethlehem, PN 18101. The cost for 20 copies is $8.00.

CAREER GUIDANCE FOR WOMEN ENTERING ENGINEERING. Nancy D. Fitzroy. Proceedings of an Engineering Foundation Conference, Henniker, New Hampshire.

CAREER SEARCH: A Personal Pursuit. Elwood N. Chapman. Designed to help one make sound and realistic career choices. It is based upon the premise that most people cannot complete a satisfactory search without motivation, direction and support. Career Search provides all three.

COLLEGE CAREER AND YOU. Science Research Association, 299 East Erie Street, Chicago, IL 60611. This brochure comes with the Occupational Exploration Kit.

HOW TO GET THE JOB. Science Research Association, 299 East Erie Street, Chicago, IL 60611. This brochure comes with the Occupational Exploration Kit.

HOW TO SELECT A SUCCESSFUL CAREER. Information Services, Box 3/907 Culver Road, Rochelle, NY 14623. Copies are $1.25 each.

PLANNING YOUR FUTURE, College Placement Council, P. O. Box 2263, Bethlehem, PN 18101. Copies are 20¢ each.

THIS PERSON CALLED YOU. Science Research Association, 299 East Erie Street, Chicago, IL 60611. This brochure comes with the Occupational Exploration Kit.

25-Technical Careers You Can Learn in 2 years or less. U.S. Office of Education, Department of Health, Education and Welfare. This brochure is free.

Listing of Film Producers

A listing of career guidance films published in 1973 is available from Film News, 250 West 57th Street, New York, New York, 10019. Catalogs are available from the film producers.

Aims
Instructional Media
Services, Inc.
P.O. Box 1010
Hollywood, CA 90028

American Women's Society
of CPA's
327 LaSalle Street
Chicago, IL 60604

Audiovisual Instruction
133 Gill Coliseum
Corballis, OR 97331

APGA Films
1607 New Hampshire
Avenue N.W.
Washington, DC 20009

Barr Films
P.O. Box 7C
Pasadena, CA 91104

Calvin Productions
1105 Truman Road
Kansas City, MO 64108

Centron Educational Films
1621 W. Ninth Street
Lawrence, KS 66044

Cornet Films
65 South Water Street
Chicago, IL 60601

Counselor Films, Inc.
1422 Chestnut Street
Philadelphia, PA 19102

Creative Services
108 St. Johns Road
Baltimore, MD 21210

Curtis Audiovisual
Materials
Independence Square
Philadelphia, PA 19105

Doubleday Multi Media
1371 Reynolds Avenue
Santa Ana, CA 92705

Encyclopedia Britannica
425 North Michigan
Chicago, IL 60611

Film Associates
11559 Santa Monica Blvd.
Los Angeles, CA 90025

Films, Inc.
1144 Wilmette Avenue
Wilmette, IL 60091

Fine Arts Productions
241 East 24th Street
New York, NY 10022

Great Plains National
Instructional
Television Library
P.O. Box 80669
Lincoln, NB 68501

Mar Media, Inc.
4401 Centre Avenue
Pittsburgh, PA 15213

Lennox Industries, Inc.
P.O. Box 250
Marshalltown, IA 50158

Milady Publishing Company
3839 White Plains Road
Bronx, NY 10467

Modern Talking Pictures
2323 New Hyde Park Road
New York, NY 11040

McGraw Hill Films
330 West 42nd Street
New York, NY 10036

McKnight Publishing Company
Bloomington, IL 61701

National Archives & Record
Service
National Audiovisual Center
Washington, DC 20409

National Association of Home
Builders
1627 K Street, N.W.
Washington, DC 20006

National Education Media, Inc.
3518 West Cahuenga Boulevard
Hollywood, CA 90068

Newist
Vocational Guidance Division
Instructional Services Building
Green Bay, WI 54302

Oxford Films, Inc.
1136 Las Palmas Avenue
Los Angeles, CA 90038

Reelife Productions
1809 Via Visalia
Palo Verdes Estates, CA 90275

Screen Scope, Inc.
3518 P Street
Washington, DC 20007

S-L Productions
5126 Hartwick Street
Los Angeles, CA 90041

Stanton Films
7934 Santa Monica Boulevard
Los Angeles, CA 90046

University of California
Extension Media Center
Berkley, CA 94720

Vocational Films
111 Euclid Avenue
Park Ridge, IL 60068

Professional Staff Development

BEGINNING VALUES CLARIFICATION: Strategies for the Classroom. Sidney Simon and Jay Clark. This book describes in a step-by-step procedure how to use values clarification in the classroom. It shows how to help students clarify those things that are important to them. Students are helped in the process of choosing values which they themselves prize and are willing to proclaim.

COMPUTER ASSISTED COUNSELING. Donald Super. This book brings together both new articles and updated versions of key papers by leaders in the field to round out, if not complete, the story of computer-assisted counseling. It provides educators as well as counselors with a comprehensive picture of the assistance computers can provide in making educational and occupational information more readily and more interestingly available to students and clients. The book concludes with a discussion of the economic and political problems that those who want to adopt such systems will face.

COUNSELING FOR CAREER DEVELOPMENT. E. L. Tolbert. Published by Houghton-Miflin. This book covers theoretical background determinants, information system, and all components of the career guidance system.

THE EDUCATIONAL AND VOCATIONAL DEVELOPMENT OF COLLEGE STUDENTS. Alexander W. Astin and Robert J. Panos. This study is the third in a series that began in the fall of 1961 with an assessment of the freshman classes entering a national sample of 246 institutions in the fall of 1961. Data provided by these 127,000 freshman at the time of matriculation were analyzed. A one-year followup study of some 30,000 of these students was carried out in the summer of 1962. The current report, based on a followup carried out in the summer of 1965--four years after matriculation--involved some 36,000 of the original students.

FACILITATING CAREER DEVELOPMENT: Strategies for Counselors. Robert Reardon, Harman Burck. Written for the practitioner and student wanting exposure to a wide array of counseling and programming techniques for promoting career development, this book presents a variety of counselor-directed interventions or strategies. The emphasis is on practice, not theory or research.

GUIDANCE SERVICES, J. Humphreys, A. E. Traxley, and Robert North. The authors present the basic concepts and procedures for guidance services at all educational levels. Significant developments in theory and practice are discussed in dealing with the talented student, the educational needs of the educationally and culturally disadvantaged student. The book is intended as an introduction to the field of student guidance services. One section is devoted to the principles and methods of helping students solve problems relating to educational choice and adjustment, vocational choice and the personal-social life of the individual.

MAKING VOCATIONAL CHOICES: A Theory of Careers. John L. Holland. In this book, a theory is provided that can be applied by every person to his own specific situation. The theory explains vocational behavior and suggests some practical aids to help young, middle-aged and older persons select jobs, change jobs and attain vocational satisfaction. Of special interest is the Self-Directed Search for Educational and Vocational Planning which the reader can fill out and interpret using the theory presented in the text.

MAN, EDUCATION AND WORK: Postsecondary Vocational and Technical Education, Grant Venn. This study examines the new importance of vocational and technical education in the United States in a hope to improve the climate of public and educational understanding of this field. It looks at both the availability and adaptability of vocational and technical education in its new growth patterns. The author begins with a historical look at man, education and work. He follows with a discussion of the development of vocational and technical education, vocational and technical education in secondary and higher education, other opportunities for vocational and technical education, the federal government, manpower needs, both present and future, major issues in vocational and technical education and conclusions and recommendations.

VALUES CLARIFICATION: A Handbook of Practical Strategies for Teachers and Students, Sidney Simon, Leland Howe and Howard Kirschenbaum. Designed to engage students and teachers in the active formulation and examination of values, this book is unique in content and format. The goal is to involve students in practical experiences, making them aware of their own feelings, ideas, their own beliefs, so that the choices and decisions they make are conscious and deliberate, based on their own value systems. The book presents numerous practical strategies which plunge student and teacher directly into the evaluating process.

EDUCATIONAL INFORMATION UNIT

INTRODUCTION

This unit will provide information required

- to enhance awareness of educational requirements for various careers or occupational skill development.
- to identify programs of training

PROVISIONS

Current information on

- programs of study in area (inhouse and at vocational technical institutions)
- transfer programs in universities
- apprenticeship programs
- transfer procedures
- acceleration procedures (CLEP, PEP, Challenge)

STAFF

Information Specialist

DUTIES

1. obtaining)
   organizing) multi media information
   displaying)
2. processing orders
3. working with people

MATERIALS

1. Catalogues from
   - all public colleges and universities in state
   - all private colleges
   - out of state colleges/universities within region
   - area vocational technical centers
   - apprenticeship programs
2. Books for reference
3. Informational brochures
   - training opportunities
   - student financial assistance
   - transfer requirements

EXAMPLE OF BROCHURES

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SOURCES OF INFORMATION

Page 67

YOUR FUTURE IN A TECHNICAL EDUCATION FIELD OFFERS GREAT PROMISE

There is a broad spectrum of careers available to trained people–from aerospace to civil engineering, from laboratory assistants to registered nurses. There is an exciting career, a bright future, awaiting you in any one of the technical fields listed below! See your guidance counselor today. Discover your abilities and prepare yourself for a future–a future of which you will be proud.

A FEW TYPICAL FIELDS – A few typical fields where technicians can find careers are listed below:

Aerospace	Graphic Arts
Aeronautics	Health
Agriculture	Instrumentation
Architecture	Mechanical
Chemical	Mining
Civil Engineering	Mortuary Science
Data Processing	Nursing
Design Drafting	Police Science
Electronics	Tool and Die Design
Electromechanical	

SOME PLAIN TALK ABOUT YOUR FUTURE

If your interest is in **doing** and **thinking**–you may may have the special qualities which make a post-secondary technical education appropriate for you. Technical Education is the best education available for young men and women who have special technical interests; who want to work as a valued member of the scientific or engineering team.

Your interests, aptitude, and abilities will help you decide whether you should train to be a technician. If you are interested in laboratory work related to engineering, medicine, aerospace, chemistry, electronics, and many other fields, you should investigate a technical education.

THE FUTURE BELONGS TO THOSE WHO PREPARE FOR IT!

WHAT IT TAKES TO GET A TECHNICAL EDUCATION . . .

In Florida, post-secondary technical education is offered by area vocational-technical schools, technical schools, and junior colleges. Admission requirements, fees, and courses vary from school to school. Some schools will admit persons who have not graduated, while others admit only students who have completed high school.

WANT TO KNOW MORE? . . .

For further information contact your county school superintendent or write to the Assistant Superintendent, Division of Vocational, Technical and Adult Education, State Department of Education, for a listing of schools offering technical programs. Do it today! Your future may depend on it!

AMERICAN COLLEGE TESTING PUBLICATIONS

American College Testing Publications
National Office
2201 North Dodge St.
P. O. Box 168
Iowa City, Iowa 52240

Planning for College -student booklet - free

College Planning/Search Book - organizes information on 2400 + 2 and 4 year colleges to guide students in selection and planning

The ACT Student Assistance Programs Announcement - free

Planning Your Post High School Career - increases understanding of self in relation to world of work

Educational Opportunity Service (EOS) a service to institutions to assist in identifying appropriate students

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COLLEGE BOARD PUBLICATIONS

College Board Publications Order
P. O. Box 2815
Princeton, N. J. 08540

- College Level Examination Program (CLEP) a general introduction to the program with sample questions
- CLEP May Be For You
- Comparative Guidance and Placement Program a service to 2 year colleges and vocational technical institutes.
- Entering Higher Education in the U. S. a guide for students from other countries problems encountered and sources of information
- Access to College for Mexican Americans in the Southwest - free
- The College Handbook - comprehensive details on enrollment, program, activities, expenses for 2000 institutions
- The Source Book for Higher Education a guide on manpower utilization, organization and administration and structure - recommended for ref.
- Women's Higher and Continuing Education an annotated listing of 300 references on changing status of women in American life
- Barriers to Higher Education articles on obstacles found by low income and minority population
- Meeting College Costs in 1976-77 a guide for students and parents - f
- Going Right On hints and advice on post high school education written for black, brown, native American - free
- How to Decide a guide for women

GARRETT PARK PRESS

Garrett Park Press
Garrett Park, Maryland 20766

- Directory of Special Programs for Minority Group Members, 2nd. edition $9.75
- Financial Aid for Minority Students in Law
- Financial Aid for Minority Students in Education
- Financial Aid for Minority Students in Business
- Financial Aid for Minority Students in Journalism/communications $2 each for 1 to 10 booklets, $1.75 each for 11 to 99 copies, $1.50 each for 100 or more
- International Education: A Directory of Resource Materials, $6.95
- Encyclopedia of Careers and Vocational Guidance, 3rd edition, $29.95 for two-volume set
- Locating, Recruiting, and Employing Women: An Equal Opportunity Approach, $8.50
- Career Guide to Professional Associations, $8.95
- National Trade and Professional Associations Directory, $21.50
- Equal Employment Opportunity for Minority Group College Graduates, $5.95
- Career Education Wall Charts, Set of 15 is $14.95. Individually $2 for first chart and $1 for others.

HARPER/ROW

Harper Row Publishers, Inc.
10 East 53rd St.
New York, NY

- Counselor's Comparative Guide to American Colleges by Cass and Biernbaum, published annually this volume provides information on admissions costs and changing nature of academic and campus life, $12.50.
- Comparative Guide to American Colleges - prepared for the students.

HOUGHTON MIFFLIN

Houghton Mifflin
Dept. M
One Beacon Street
Boston, Mass. 02107

- National College Catalog Service a michrofiche system with over 1500 catalogues of four year colleges represents 200,000 pages. Provides instant retrieval of information which is always available.

SOUTHERN ILLINOIS UNIVERSITY PRESS

Southern Illinois University Press
P. O. Box 3697
Carbondale, Illinois 62901

- Ms. Goes to College offers straightforward and accurate information for self-counseling on personal areas of sex, alcohol, drugs, and identity as well as academic areas - the descriptives and the curriculum.

COLLEGE PLACEMENT ANNUAL, College Placement Council, P.O. Box 2263, Bethlehem, PN 18101, $5.00 each.

COLLEGE VIEW-DECK: This is a manual mini-computer used by students to select transfer colleges. The selection criteria are region, major fields of study, type of program, cost, size of enrollment, accreditation, public or private control, type of student body (co-ed or non-coed). This is a popular system with students and is combined with college catalogs, reference books and directories. It can be purchased from Chronicle Guidance Publications, Inc., Moravia, New York 13118, for $160.00.

THIS WAY OUT John Coyne and Tom Herbert, a guide to alternatives to traditional college education in the United States, Europe and the Third World.

GUIDE TO ALTERNATIVE COLLEGES AND UNIVERSITIES, Blaze, Hertzberg, Frantz and Lehrke. A guide for the student who is seeking an alternative to education in the form of innovative educational methods and new educational techniques. This book discusses free universities, external degree programs, special programs and other areas of alternative education.

YOUR FUTURE, WITH OR WITHOUT COLLEGE, Wm. Resnick, Philip Lottich. Discusses the question of whether or not one need attend college, how to look at oneself honestly and objectively, and the alternatives and opportunities open to one in education, training and employment whether or not they attend college.

A COLLEGE STUDENT'S GUIDE TO CAREER PLANNING, Frank S. Endicott. Gives suggestions on how to make intelligent plans for the future concerning how to choose a career, select appropriate courses and finding the most suitable job. Explains the difference between public and private employment, how to obtain information about a company, school or government agency, job outlooks here and abroad, fields of study that have the most marketability and the qualities that employers look for and expect and what jobs the graduate should look for and avoid.

SOMEWHERE ELSE: A living-learning Catalog. This book is designed as a guide or directory to some of the places where people can go to live, work, and learn in ways not ordinarily provided for by conventional schools and work places. It is for those who can't bring themselves to go to college, for those who shouldn't go to college and those who don't want to go to college. It is also for those of any age interested in learning places that are an alternative to grades, credits, credentials and competition. Its 400 entries are an extensive annotated guide to people, places, networks, centers, books and groups that learners might not otherwise hear about.

EDUCATION AND JOBS: The Great Training Robbery, Ivar Berg. In this book the author has set out to examine the relationship of education to employment. Professor Berg opens up new questions and cast doubts upon accepted answers to old questions that most Americans had long believed were beyond discussion concerning education and the current and future job market.

AMERICAN TRADE SCHOOLS DIRECTORY - 1972-73, Ulrich H. E. Croner. A directory of Trade and Vocational Schools in the U.S. classified by trades taught and listed by States and Cities.

DIRECTORY OF OCCUPATIONAL PROGRAMS IN FLORIDA, Department of Education - State of Florida. This directory of vocational programs conducted in Florida was developed by the Division of Occupational, Technical and Adult Education in response to the many requests from both in and out-of-State inquiries. The directory contains a listing of job preparatory programs being offered at the secondary and post-secondary levels in both the public and private institutions in the State. It contains an alphabetical listing of the job preparatory programs offered by each of the vocational services and the names and addresses of the institutions offering the programs.

AMERICAN JUNIOR COLLEGES, American Council on Education. Lists 51 recognized, non-profit junior colleges in the United States, Canal Zone and Puerto Rico. Exhibits on both public and private junior colleges appear in alphabetical order by states. Each exhibit includes full information on admission and graduation requirements, enrollments, curricula offered, calendar, staff, student aid, graduates, foreign students, as well as other information about the school.

BARRONS PROFILES OF AMERICAN COLLEGES - Vol. II, Barrons Educational Series, Inc. This volumneserves as an index to major areas of study. There are seven basic divisions which correspond to the seven admission selectivity ratings first established in Vol. I. These ratings divide the colleges into categories depending upon the difficulty of admissions and the colleges' standards for acceptance. Within six of the seven basic categories, the colleges are grouped according to their average yearly cost. Also included is the major programs of study available at all the colleges listed.

THE NEW YORK TIMES GUIDE TO CONTINUING EDUCATION IN AMERICA, College Entrance Examination Board. This college guidebook is designed to assist the future student with information dealing with college requirements, tuition costs, the CLEP examination, free universities, occupational training schools, and related academic information. It also gives a description of many colleges and universities in the U.S.

CHOICE AND CHALLENGE FOR THE AMERICAN WOMAN, Gladys E. Harbeson. In this book, the author discusses many facets of the American woman and her new role in todays society. She covers topics such as: the new self-image, factors which shape the modern woman, self-fulfillment, career guidance, and life patterns of women in other countries.

COLLEGE BLUE BOOKS - Vols. I-IV. List U.S. junior and senior colleges by state with tabular and descriptive information. Also has alphabetical listings of programs of study in both two and four year programs. Probably the most complete academic guide to colleges, universities and training schools.

AMERICAN UNIVERSITIES AND COLLEGES, 5th Ed., O. A. Singletary. Provides students with information on senior accredited institutions located in the U. S. Gives information on history, admission policy, degree requirements and conferred degrees, departments, enrollment, fees, financial aid information of each college. Colleges are listed alphabetically by state. Also gives listing by state of programs offered in the health related professions, engineering related, as well as other professional career areas.

CATALOG OF SERVICEMEN'S OPPORTUNITY COLLEGES - 1975-76, AACJC and AASCU. A catalog of institutions which actively recruit past and present servicemen and women as potential students. Lists over 300 of these colleges and gives a description of each school's policies and educational offerings.

LOVEJOY'S COLLEGE GUIDE, Clarence E. Lovejoy. A complete reference book to about 3,500 American colleges and universities for use by students, parents, teachers, and guidance counselors. Gives information on expenses, educational financial aid, U.S. federal aides, admissions and college religious groups.

THE UNDERGROUND GUIDE TO THE COLLEGE OF YOUR CHOICE, Susan Berman. A college guidebook which tells the student what the major U.S. colleges and universities are like from a student's viewpoint.

LOVEJOY'S CAREER AND VOCATIONAL SCHOOL GUIDE, Clarence E. Lovejoy. This book tells the student where to find a school or course offering the training he is seeking, how to prepare for a career while serving in the armed forces, what trades you can learn through on-the-job training, where you can obtain special job training if you are handicapped and a directory of schools and opportunities for training in more than 250 careers, skills and trades.

BARRONS HANDBOOK OF COLLEGE TRANSFER INFORMATION, Nicholas C. Proia and Barbara J. Drysdale. A handbook of college transfer information written especially for the transfer student. Highlights of the guidebook are: College transfer information charts, grade point average and other admission criteria for various college and universities. A glossary of educational and transfer terms, pointers on how to transfer, a discussion of college services and aids in transfer, selection and choice of a college, the application procedure and the acceptance procedure are also covered.

MAN, EDUCATION AND WORK: Postsecondary Vocational and Technical Education, Grant Venn. This study examines the new importance of vocational and technical education in the United States in a hope to improve the climate of public and educational understanding of this field. It looks at both the availability and adaptability of vocational and technical education in its new growth patterns. The author begins with a historical look at man, education and work. He follows with a discussion of the development of vocational and technical education, vocational and technical education in secondary and higher education, other opportunities for vocational and technical education, the federal government, manpower needs, both present and future, major issues in vocational and technical education and conclusions and recommendations.

THE EDUCATIONAL AND VOCATIONAL DEVELOPMENT OF COLLEGE STUDENTS, Alexander W. Astin and Robert J. Panos. This study is the third in a series that began in the fall of 1961 with an assessment of the freshman classes entering a national sample of 246 institutions in the fall of 1961. Data provided by these 127,000 freshman at the time of marticulation were analyzed. A one-year followup study of some 30,000 of these students was carried out in the summer of 1962. The current report, based on a followup carried out in the summer of 1965-four years after matriculation-involved some 36,000 of the original students.

EVERY WOMAN'S GUIDE TO COLLEGE, Eileen Gray. This book is directed toward women with little money, women who have children and no husband, the middle-class woman who needs encouragment and women everywhere for whom special programs are the answer.

NEVER TOO OLD TO LEARN, Academy for Educational Development, Inc. A study conducted to look at what we are and aren't doing in the education of the older American. It discusses their needs, changing life situations and identifies some principal characteristics among people in this age group. The book gives information on existing programs developed for older persons, and talks about problems and possibilities. It also gives guidelines for developing new educational programs.

COLLEGE GUIDES

Catholic Colleges and Universities, Margaret K. Weigel, Chicago, Illinois, pp. 191.

College Placement Annual, Warren E. Kauffman, College Placement Council, Inc., Bethlehem, Pennsylvania, pp. 404.

Lovejoy's College Guide, Barbara W. McCoun, Simon and Schuster, New York, New York, pp. 406.

DIRECTORIES

Directory of Predominantly Black Colleges and Universities in the United States, IBM Corporation, Federal Systems Division, National Alliance of Businessmen, Washington, D. C., pp. 90.

Directory of Accredited Institutions, Association of Independent Colleges and Schools, pp. 47. (Florida)

1974 Florida Colleges and Universities, Florida Association of Colleges and Universities, Babson Park, Florida, pp. 152.

Senior College Directory for the Transfer Student, Harry D. McCreesky and George D. Koouoomjian, Letter-man, Inc., pp. 39.

MILITARY

Catalogue of Army Education Centers, Dept. of the Army, U. S. Recruiting Command, Fort Sheridan, Illinois, pp. 245.

A Counselor's Guide to U. S. Army ROTC, ROTC Directorate, U. S. Continental Army Command Fort, Monroe, Virginia.

MISCELLANEOUS

Law Schools & Bar Admission Requirements, The American Bar Association, pp. 56.

The Low-Income Student In The Community College: Selen Menefee, Program With Developing Institutions, pp. 91.

The National Guidance Handbook, Science Research Associates for the United States Office of Education, pp. 532.

HEALTH INFORMATION DATA BANK

INTRODUCTION	This unit will be responsible for dissemination of information about personal health, and services needed for health maintenance and prevention of illness.
PROVISIONS	This unit will provide valid information about health problems and concerns along with possible sources of help.
OUTCOMES	- increased self-awareness about health needs - increased responsibility for health
STAFF	- telephone receptionist or - health services personnel (trained in first aid as a minimum).
FACILITIES	- tape cassettes - telephone (same as used in other bank) - tapes from Tel-Med program or locally produced - display space for brochures - regular health services facilities
MATERIALS AND RESOURCES	- tapes available from Tel-Med program - information on health problems/concerns of students - taped description of health services available from community health agencies - taped description of services available from campus health services
COMMENT	This unit should be planned and implemented under the auspices of the local health authorities and medical/dental societies.
RELATED PAGES	What is Tel-Med? - page 74

WHAT IS TEL-MED PROGRAM?

INTRODUCTION

Tel-med is a public service program designed to provide meaningful health information. It is a medical information answer line.

PURPOSE

- to provide a low-risk/low-fear source of information for the person seeking it
- to explain complicated medical subjects in plain easy to understand language

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OUTCOMES

The program allows users

- to recognize early signs of illness
- to understand health needs better

DESCRIPTION

- consists of five minute tapes about the most common medical questions
- approved by local doctors
- tapes played to telephone users

SAMPLE

Tapes available on one topic EMOTIONAL PROBLEMS

- Tension: Helpful or Harmful?
- Emotional Experiences Of The Dying
- Fears Of The After-40-Man
- Schizophrenia

FURTHER INFORMATION

Tel-Med program was created by Ken Steele with Tel-Med, Inc., San Bernadino, California

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COMMUNITY RESOURCES DATA BANK

INTRODUCTION	This unit is included in order to provide needed information to users regarding community agencies which can supply support services, i.e. child care, financial assistance, evaluation, rehabilitation.
STAFF	Records Clerk Competencies - organizing multi-media materials - maintaining files - ordering replacement materials
PHYSICAL FACILITIES	- listening stations - telephone hookup with the listening station - cassette players - tape storage/retrieval file
MATERIALS AND RESOURCES	- locally produced cassette taped descriptions of all community agencies -- the services provided - eligibility requirements - procedures for receiving services - name of contact person - catalogue of community resource agencies - brochures from agencies
COMMUNITY AGENCIES	- Florida Vocational Rehabilitation - Mental Health Center - Council on Aging - Florida State Employment Service - CETA - County Health Department
EXAMPLE OF CONTENT OF TAPE	How you may become a CETA Training program, particpant Page 76
EXAMPLE OF BROCHURE	Page 77
COMMENTS	Each agency director will be responsible for recording the needed information. A revision is made at the beginning of each school term. If space permits, agency personnel are scheduled into the center for personal contact. A schedule of such events is posted in this unit.

HOW YOU MAY BECOME A CETA TRAINING PROGRAM PARTICIPANT

Follow these easy steps:

1. Go to the Florida State Employment Service, 236 West Garden Street, and ask to fill out an application for the CETA Training Program.

2. They will screen you there, determine whether you meet the requirements for participation, and get a brief history of your work experience and training.

3. You may at this time tell them the kind of training for which you would like to be considered. Give as many occupations as possible that you are seriously interested in and believe you would like as a career. For example, secretary, auto mechanic, bookkeeper, beautician, refrigeration and air conditioning mechanic, etc.

4. FSES will screen your application for the kinds of training available through CETA and send it to us. When we receive your application, we will contact you to let you know when to report for Pre-Screening, which is held one day a week at the Employment and Training Program Office in the Old Warehouse at 519 South Commendencia Street.

5. In Pre-Screening, you will receive information about CETA services and you will be screened for possible referral to the Evaluation Clinic. If you are referred to the Evaluation Clinic, you will be told when to report and you will receive a complete assessment of your needs and capabilities, including health, social, psychological, academic, and work aptitude assessment. This comprehensive evaluation takes two weeks.

6. If you are referred to the Evaluation Clinic, your application will be held two weeks for reconsideration. If you are not referred to the Evaluation Clinic on the second review, your application will be returned to FSES for possible placement, if jobs are available. After Pre-Screening you may call CETA at the time you are instructed to call to check on the disposition of your application. The telephone number is 434-5536. If your application has been returned to the Employment Service, you can check on its status by calling 432-7651.

7. When you complete the two-week evaluation process, you may be referred to a CETA Counselor who will prepare you for enrollment in training and see that your needs for supportive services, such as child care and transportation, are met. The length it takes from the evaluation process to actual enrollment in training will vary, depending upon openings, when classes begin, and whether you can enter a class which is already under way or must wait until the beginning of a new term.

8. If, after evaluation, you are not referred to the CETA training unit for enrollment in training, you may be referred to the Division of Vocational Rehabilitation, Social and Economic Services, the WIN Program, or some other agency. To check on the disposition of your application, call the CETA Office at 519 South Commendencia Street. The telephone number is 434-5536.

WHAT CAN BMC DO FOR YOU

JOB COUNSELING AND PLACEMENT SERVICE

If you have trouble finding a good job, our counselors can provide the help you need. We provide testing, career training, and job placement services.

CHILD CARE AND SUPPORTIVE SERVICES

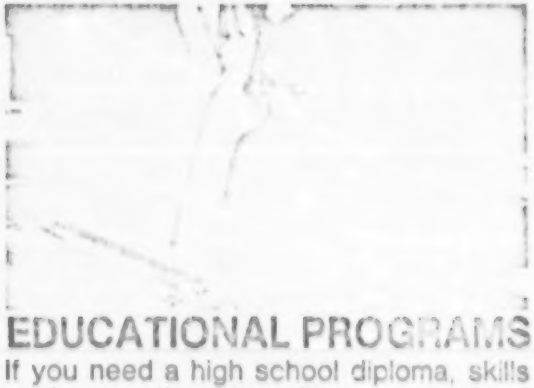
Our supportive services program provides legal aid, child care, transportation, and other services. If our clients have special problems that stand in the way of getting a job, we can help.

ON THE JOB TRAINING

If you lack the skills needed for a job you want, we can provide on-the-job training. Earn a salary while you learn. There is also a special summer program for youth ages 14-21. For more information ask your counselor.

JOB SEEKING SKILLS CLINIC

Many job seekers have trouble with interviews and applications, yet the interview is the most important part in landing a job. You can learn to give a good interview and many other job seeking skills in this special course.



EDUCATIONAL PROGRAMS

If you need a high school diploma, skills such as math and reading, or vocational training, we offer classes in these areas. While you are enrolled in these courses you may qualify for financial aid, which will help meet your living expenses. Some of the courses are:

- High School Degree
- Auto Body and Refinishing
- Auto Mechanic
- Machine Shop
- Motorcycle Mechanic
- Commercial Clothing Alterations
- Welding
- Clerk-Typist
- Radio-TV Repair
- Electro Mechanical Assembly
- Air Conditioning/Refrigeration
- Key Punch
- Baking
- Career Preparation
- Child Care
- Reading
- Math
- And Many More

Ask your counselor to give you more information on these special courses.

SURVIVAL SKILLS DATA BANK

INTRODUCTION

This unit will coordinate the offering of mini-courses developed by student development personnel on such areas as study skills, personal adjustment, social adjustment, decision making and values clarification

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OUTCOMES

Students will be able to demonstrate the needed skills and competencies needed for survival.

STAFF

Receptionist

- to schedule the courses
- publicize the schedule
- register students

Competencies in

- scheduling mini-courses to insure student participation
- coordinating
- giving out information

Teaching staff will be selected from regular faculty or recruited from community.

FACILITIES

No special needs. College classrooms/conference rooms will be used.

MATERIALS AND RESOURCES

Textbooks, course outlines, bibliographies and lists of trainers for courses such as:

- assertiveness communication techniques
- relaxation therapy
- HOW TO GET THE MOST OUT OF YOUR TEXTBOOKS)
- HOW TO IMPROVE YOUR READING SKILLS)
- HOW TO BUILD YOUR WRITING SKILLS)
- HOW TO PREPARE SUCCESSFULLY FOR)
- EXAMINATIONS)

Reference:
Assoc. of American Publishers, Inc.
One Park Avenue
New York, N.Y. 10016

COMMENTS

The series of courses should be repeated each school term -- with day and evening sessions.

Communication is the key to success of this program. School and community newspaper, brochures, posters, and special advertising gimmicks should be used.

CAREER SIMULATION UNIT

INTRODUCTION

This unit provides for assessment of career interests and aptitudes using work sample simulation. Students and adults who because of limited career experiences or because of handicaps need more comprehensive vocational evaluation will be referred to the services of this unit.

OUTCOMES

- Self-awareness
- awareness of knowledge about work
- career dicision making skills

STAFF

Work Evaluator with the competencies of

- training in work sampling evaluation
- professional training or experience in career guidance
- ability to work with students

FACILITIES

- an auto-tutorial laboratory based on Postlethwait Model at Purdue University. This lab provides hands-on simulation in the sciences as well as independent study.
- commercial work sample units such as

McCarron-Dial	Valpar	MacDonald
Jevs	Wrest	
Singer	Views - Jevs	
TAP	Coats	
Towers	Move	

COMMENTS

The selection process for setting up a facility can be quite involved. Begin with study of information on systems.

SYSTEMS

Listing of systems, page 80

LISTING OF WORK SAMPLE SYSTEMS

COATS WORK SAMPLES: PREP, Inc. distributed by Jacques Beck & Assoc., Inc., 211 Abernathy Road, Atlanta, GA 30328. A comprehensive occupational assessment and training system. 10 work samples - each representing a job family in USOE career cluster. Choice of sample depends on client interest and/or evaluation plan. Target group junior high through adult, both handicapped and normal. Program has four components: job matching, work samples, employability attitudes and living skills.

JEVS WORK SAMPLES: Jewish Employment & Vocational Service, 1913 Walnut St., Philadelphia, PA 19103, (215) 561-6150. These work samples are activities, performed in a simulated work setting, which reflect the primary factors inherent in actual jobs. They are arranged in a hierarchy of increasing complexity and the results are interpreted in relation to the following Worker Trait Groups in the Dictionary of Occupational Titles: handling; tending; sorting, inspecting, measuring and related work; manipulating; routine checking and recording; classifying, filing and related work; craftsmanship and related work; inspecting and stock checking; costuming, tailoring and dressmaking; and drafting and related work.

MACDONALD VOCATIONAL CAPACITY SCALE: Mac Donald Training Center Foundation, Research Division, 4424 Tampa Bay Blvd., Tampa, FL 33614. The VCS is a measuring device made up of eight separate tests or ratings to be administered in an evaluation setting where observations can be made over at least a period of two weeks for the purpose of predicting the vocational potentialities of retarded young adults. The eight factors tested or rated are: work habits, physical capacity, social maturity, general health, manual skills, arithmetic achievement, motivation and ability to follow instructions.

MOVE (MULTIDIMENSIONAL OBJECTIVE VOCATIONAL EVALUATION)--HESTER EVALUATION SYSTEM: Edward J. Hester, Ph. D., Business & Industrial Resource Specialists, 120 South Ashland Blvd., Chicago, IL 60607, (312) 243-6083. The MOVE is a computerized method of assessing a person's vocational abilities. It consists of 32 factor-pure tests which take approximately three hours to administer. The computer analyzes the person's scores along with some additional characteristics about the individual to determine how the person's abilities relate to those jobs listed in the D. O. T. This review is done by major job families and by individual jobs.

MC CARRON-DIAL WORK EVALUATION SYSTEM: Dr. Lawrence Mc Carron, Dept. of Psychology, Indiana State University, Terre Haute, IN 47809. The purpose of this system, according to the developers, is to determine a level of placement training from day care to community placement for mentally retarded individuals.

SINGER VOCATIONAL EVALUATION SYSTEM: Singer Education Division, 3750 Monroe Ave., Rochester, NY 14603, (716) 586-2020. This system is described as a work-oriented screening device designed to help the individual make a sound vocational selection and includes activities in which the person performs representative tasks using typical tools related to jobs in the following areas: basic tools; bench assembly; drafting; electrical wiring; plumbing and pipe fitting; carpentry and wood working; refrigeration, heating and air conditioning; soldering and welding; office and sales clerks; needle trades; masonry; sheet metal working; cooking and baking; small engine service; and medical service.

TALENT ASSESSMENT PROGRAM MDC, Dept. of Rehabilitation and Manpower Services, School of Education, University of Wisconsin-Stout, Minomonie, WI, 54751. This system was developed by Wilton Nighswonger and is composed of 11 tests designed to measure characteristics applicable to work in industrial, technical and service occupations. The tests include structural and mechanical visualization; discrimination by size, color and touch; large and small dexterity without tools; large and small dexterity with tools; visualizing electrical flow paths; memory for structural detail; and visualizing complex structural assembly.

TOWER (TESTING, ORIENTATION AND WORK EVALUATION IN REHABILITATION): ICD Rehabilitation and Research Center, 340 East 24th St., New York, NY 10010. The TOWER system is a battery of 110 work sample tests designed to measure skills, dexterity, aptitudes and potential to work in 14 broad occupational families: clerical; drafting; drawing; electronic assembly; jewelry manufacturing; leathergoods; pantograph; engraving; sewing machine operation; welding; lettering; machine shop; mail clerk; optical mechanics; and workshop assembly.

VALPAR COMPONENT WORK SAMPLE: VALPAR Corporation, 2701 East Thomas Rd.--Unit B, Phoenix, AZ 85016, Attention: Work Sample Division. The developers of this system indicate that each of the work samples measures traits which are universal in nature and are related to a person's success in many occupations across numerous job families and that the system is keyed to the Worker Trait Arrangement data in the D. O. T. There are 12 work samples covering such traits as upper extremity range of motion, eye-hand-foot coordination, size discrimination, simulated assembly, whole body range of motion, tri-level measurement, independent problem solving, and multi-level sorting.

VIEWS - developed by JEVS Vocational Research Institute, Jewish Employment and Vocational Service, 1913 Walnut Street, Philadelphia, PA 19103. This new system has been developed specifically for persons with slower than average learning rates. It requires no reading and allows for repeated instruction. The comprehensive system includes orientation, demonstration, training and evaluation. VIEWS relates to worker trait groups and in the D.O.T. covering hundreds of occupations.

WREST (WIDE RANGE EMPLOYMENT SAMPLE TEST) Guidance Associates of Delaware, Inc. 1526 Gilpin Ave., Wilmington, Delaware 19806. The WREST is a short battery of 10 work samples representative of sheltered workshop activities and is designed to be used with the mentally retarded. The activities include: single and double folding, pasting, labeling and stuffing; stapling; bottle packaging; rice measuring; screw assembly; tag stringing; swatch pasting; collating; color and shade matching; and mattern making.

LEISURE TIME SKILLS EXCHANGE UNIT

INTRODUCTION

This unit will maintain a listing of individuals in the community who for a small fee or on a skills exchange basis will teach another individual a leisure time skill.

PROVISIONS

Card file listings of community instructors in all leisure time skills which are of interest to the community. They include handcrafts, outdoor and indoor sports and recreation, and artistic expression such as music, art and literature.

OUTCOMES

Students will relate their personal interests and values to types of paid and unpaid work and their associated life styles.

STAFF

Telephone Receptionist

Competencies

- in answering telephone
- maintaining records
- relating to other staff members
- updating the card file

FACILITIES

Telephone
File Cabinet for records

MATERIALS AND RESOURCES

File card or if size of community demands - a cassette tape providing

- name of skill
- name of teacher/trainer
- address or telephone number
- details as to time, reimbursement

COMMENT

This unit may be combined by the job data bank and serviced by the staff of that unit.
If this unit needs to be enlarged to serve a large community, it may be coordinated with the public library or city recreation center.

RELATED PAGES

Sample of skills exchange center, page 83

THE GREAT CHICAGO KNOWLEDGE EXCHANGE . . .

There is an educational institution in the Midwest with a curriculum of 2200 subjects and a student body of 15,000 that operates without a campus or a faculty. It's called The Learning Exchange, and with a staff of 10 employees, it serves the entire Chicago metropolitan area.

Simplicity is the key to The Learning Exchange's success. Someone wanting to learn anything from Spanish to bicycle repair can call the Exchange office where staffers look through the files for a suitable match with a person who has volunteered as an instructor in that subject. The rest is up to the caller. Together, teachers and students work out the learning arrangements, when and where to meet, and what sort of pay scheme to use.

There is no problem of "quality control" that so many colleges and universities get internally bogged down with. Most of the clients (97 percent) are happy with the arrangements they make, and for a simple reason -- all persons are directly accountable to one another (an arrangement we would do well to realize in all learning situations, whether traditional academe or otherwise).

JOB PLACEMENT DATA BANK

INTRODUCTION

This unit will provide current information about placement opportunities in the local job market.

PURPOSE

- to obtain, classify, and disseminate listings for use by the placement unit

STAFF

Employment Specialist

Competencies

- in contacting prospective employers for job development
- in contacting agencies and organizations for volunteer service
- organizing and maintaining records

MATERIALS

- job information system from the state employment service
- board for listing of jobs developed inhouse
- cabinets for files of listings, placement requests and records

DESCRIPTION OF JOB DATA BANK

This service, an extension of Florida State Employment Service, is provided to the unit. All job opportunities in this area of Florida are recorded on computer in Tampa, updated daily, microfiched and sent daily to all participating interviewers for use on 42X viewers. The unit will provide printouts upon request. This service is closely coordinated with the local office of the state employment service. Viewers for this system are available in this unit and in the office of the placement unit.

EXAMPLE OF JOB LISTING

Job cast, page 85

EXAMPLE OF FILE CARD ON LISTING

Page 86

COMMENTS

For maximum service this unit requires supervisory input from

- local employment agencies
- student personnel staff
- cooperative educational coordinators

MANATEE JUNIOR COLLEGE

Occupational Placement & Co-op Office

JOB CAST

Further Information Available At: Room 816, Technology Building 755-1511, Ext. 332

Week of January 28, 1977

JOB #	TITLE	HOURS	PAY	ADDITIONAL INFORMATION
	FULL - TIME			
1	KEY PUNCH	M - F	Negotiable	Some light typing
2	CLERK	8 to 5	$100/up	Knowledge of Insurance
3	TYPIST	8 to 5	$110/up	Some knowledge of Engineerin
4	RECEPTIONIST	8 to 5	Open	Accurate typing
5	NIGHT AUDITOR	11-7am	$2.30 to start	will trian/some typing and accounting required
	PART - TIME			
1	WAITRESS	730 - 130 am	$1.00+tips	
2	WAITRESS	Nights	$1.15+tips	
3	WAITRESS	5-10 & 7-2	$2.35+tips	Must be 18 no exp,will train
4	SHORT ORDER & WAITRESS	8-5 two shifts	$2.00+tips	small business
5	WAITRESS	WEEKENDS	$25+tips	$30 if night is bad/18 yrs 3 mths experience
6	CHILD CARE	Flex	Negotiable	4½ yr old & new born
7	COSMETIC CONSULTANT	Flex		Not door to door sales
8	BOOKKEEPER	M-F/Flex	Negotiable	Full set of books, typing
9	MACHINE REPAIR	Tues/Thurs 9-5	$2.30/up	Male with machine experience
10	SALESMAN & COLLECTIONS	Flex	Comm	
11	RECEPTIONIST	M-F/2-5pm	Flex	Heavy typing/advertising
12	CLERK TYPIST (2)	9-1pm & 10-2:30pm	Open	
13	SECRETARY	Flex	$2.30/hr	Typing(IBM Exec) Dictaphone
14	BUS DRIVER	7:30-10:30am	Negotiable	
15	INVESTIGATOR & COLLECTIONS	Flex	$2.50 to start	Common sense required
16	SORTERS & LOADERS	On campus interview held February 1 (Tuesday)/4 openings Must be 1 yr Florida resident, 18 yrs., able to pass physica Hours will be 5:30-8:30am or 6-9pm Mon-Fri / $4.55/hr. SEE COOP & PLACEMENT FOR APPOINTMENT		

More part-time and full-time jobs are available in the placement office at MJC. If you are unable to work at a steady job, but would like to make extra money on temporary assignments stop by as we have those too! Appointments are necessary for application and orientation.

** **** SUMMER JOBS **** (begin looking now!)

National Park Service will be taking applications (available in our office) until February 12th.

OUR FLORIDA STATE EMPLOYMENT SERVICE JOB BANK AND CLASSIFIED ADS ARE ON HAND DAILY.

EXAMPLE OF FILE CARD FOR TESTING

This card summarizes data about the placement opportunity. It may be color coded as to paid, unpaid, part-time or full-time.

Prefer female

Good record with our students

Co: Wooten Insurance

Address: 538 - 12th Street West

Job: Bookkeeper

Days: M - F Hrs: 3 days $ Neg.

1 / 11 / 77

Source: _____

Full set of books
Payroll, filing and typing
Some knowledge of insurance preferable

Contact: Charles Wooten, Jr. Title: Manager Phone: 747-5585

Referrals	Date	Remarks
Jane Doe	3-1-76	Pending

EXPERIENTIAL PLACEMENT UNIT

INTRODUCTION

This unit is designed to bridge the gap between school and employment by the actual placement of students into paid and unpaid experience which can be for credit or non-credit.

PROVISIONS

This unit will place students into positions from job data bank listings of

- prospective employers
- jobs -- openings
- contact persons for community volunteer experience
- faculty members available for job counseling

It also provides current information about

- labor laws
- social security benefits
- workmen's compensation
- apprenticeship programs
- CAPS (Computer Assisted Placement Services)

OUTCOMES

Student/user will be placed in

- paid/unpaid work experience
- community volunteer service program
- cooperative education program
- student/users will provide input via followup survey for curriculum change

STAFF

Two placement specialists to be responsible for

- cooperative education program
- part-time/full-time employment
- community volunteer program
- follow-up survey of students who use placement services

FACILITIES

- small conference rooms for individual counseling
- records file cabinets
- bulletin boards for posting cards
- microfiche reader

MATERIALS AND RESOURCES

- the listings from the job data bank
- forms for referral, placement and followup

EXAMPLE OF APPLICATION FORM	Page 89 & 90
EXAMPLE OF APPLICANT CARD	Page 91 & 92
EXAMPLE OF JOB LISTING	Page 85
EXAMPLE OF LETTER TO FOLLOWUP APPLICANT	Page 93
EXAMPLE OF INFORMATION ABOUT CAPS	Page 94
COMMENT	In a smaller college the function of the placement specialist can be performed by staff from student personnel.

JUNIOR COLLEGE COOPERATIVE EDUCATION DEPARTMENT

APPLICATION FOR

OCCUPATIONAL PLACEMENT AND COOPERATIVE EDUCATION

Community Service

for office use only:

Date: _____ Refered by who: _____

What prompted your interest? Poster ___, Newsletter ___, Advisor ___, Friend ___.

_____ / _____

last name first middle phone number

_____ / _____ / _____ / _____ / _____

street address city state zip social security #

_____

mailing address if different than street address

Date of Birth _____

Resident ___ How long? _____ Non-Resident ___

U.S. CITIZEN..... yes no
MARRIED..... yes no
LIVE WITH PARENTS.... yes no
HEIGHT _____ WEIGHT _____

HAVE CAR..... yes no
HANDICAPPED... yes no
SEX..... F M
CETA QUALIFIED yes no

Please check one:
Negro/Black ___
American Indian ___
Spanish surname ___
Asian Amer/Orient ___
All Others _____

Do you understand what Coop is? _____

Are you aware of the benefits derived from Coop? _____

Have you set long-range or life-time goals and objectives for yourself? _____

Would you like to have Career Advisement? _____

EDUCATIONAL BACKGROUND

High School: _____
Location: _____
Courses: _____

Other College: _____
Location: _____
Courses: _____

Other Schooling: _____

WORK & CLASS SCHEDULE

	M	T	W	Th	F	Sat	Sun
8:00 until Noon							
1:00 until 5:00							
Eve-ning							

Previous Coop or DCT, CBE, etc. yes no Where: _____

* MJC STATUS

Present semester at MJC (Circle): 1st 2nd 3rd 4th Other: _____

College Program: Your Major_____, Degree desired: AA AS Cert. Other

Your Advisor: _____ Department: _____

* FINANCIAL STATUS (Required for State and Federal Reports)

Family Income: 0 to $4,000 ___ / $4,001 to $7,500 ___ / $7,501 to $9,000 ___ / $9,001 or Over ___

Do you receive Financial aid from: MJC _____, GRANT _____, SCHOLARSHIP _____, SOCIAL SECURITY _____, CETA _____.

Receiving Vetran benefits? G.I. Bill _____ Other _____

* MILITARY EXPERIENCE

Served? yes no / Branch _____ /Rank _____
Training or Specialty _____

* WORK HISTORY Are you presently employed ___ / unemployed ___ ?

Present Employer _____ How Long? _____
Type of Job _____ / Supervisor's Name: _____
Address: _____ Phone: _____

Previous Employer _____ How Long? _____
Type of Job _____ / Supervisor's Name: _____
Address: _____ Phone: _____

Previous Employer _____ How Long? _____
Type of Job _____ / Supervisor's Name: _____
Address: _____ Phone: _____

FOR OFFICE USE ONLY:

APPLICANT CARDS

INTRODUCTION This card summarizes pertinent information about applicant. When color coded as to part-time, full-time, paid or unpaid, it is easily filed and accessible for supplying data for placement and follow up.

S.S.# _____ INTEREST IN COOP _____ DATE _____

NAME _____ WORK INTEREST _____

MAJOR _____ #SEM.COMPL. _____ AGE _____

(mailing) ADDRESS _____ zip _____ PHONE _____

car _____ chauf lic _____ vet _____ ceta _____ caps _____ p&p w.r. ___

TIMES AVAILABLE MIN ACCEPTABLE PAY: _____ LOCATION PREFERENCE _____

MARKETABLE SKILLS

EDUCATION: School, Courses & Degree acquired

Office use only

HGT _____ WGT _____ HEALTH? _____ HANDICAPPED _____

SINGLE ___ MARRIED ___ DIVORCED ___ CHILDREN ___ SUPPORT CHILD? _____

PREVIOUS WORK EXPERIENCE: Include Employer, Duties and Duration

DATE IN OFFICE	REFERRALS MADE BY PLACEMENT SERVICE

INTERVIEW SCHEDULE AND FOLLOWUP

INTRODUCTION This interview card is given to applicant as a means for providing all needed information regarding appointment for interview.

The followup card is given to employer as a means for followup on the scheduled interview.

_____ JUNIOR COLLEGE
OCCUPATIONAL PLACEMENT OFFICE

MR
MRS
MS _____, YOU HAVE A JOB INTERVIEW
MR
SCHEDULED FOR _____ WITH MRS _____
TIME, DATE
OF _____
COMPANY
LOCATED AT _____,
ADDRESS

PLEASE BE PROMPT, COURTEOUS AND NEAT. GIVE THE EMPLOYER THE OTHER SIDE OF THIS CARD, WHICH MUST BE RETURNED TO THE PLACEMENT OFFICE AT THE CONCLUSION OF THE INTERVIEW.

DEAR EMPLOYER:

MR
WE HAVE SENT MRS
MS _____ TO SEE YOU
REGARDING THE JOB YOU RECENTLY ADVERTISED WITH US, YOUR ANSWERS TO THE FOLLOWING QUESTIONS WILL BE APPRECIATED.

_____ WAS INTERVIEWED ON _____
APPLICANT DATE

THE RESULTS OF THE INTERVIEW ARE AS FOLLOWS:

_____ HIRED COMMENTS: _____

_____ PENDING _____

_____ NOT HIRED

_____
SIGNED

COOPERATIVE EDUCATION DEPARTMENT

Junior College

February 7, 1977

Dear Job Seeker,

Since you haven't been in contact with us for sometime, we decided to look you up. You were in our office awhile back seeking work, and we were wondering if you had found some.

Your card is still shown active in our office. Did you simply forget to notify us that you are no longer in need of a job? In this case, please take a moment to drop by our office or give us a call (755-1511 ext. 332), anytime between 8:00 and 4:30, in order that we might up-date our files.

If you are still looking for a job we're still here looking forward to helping you.

Thanks for your cooperation!

Sincerely,

Becky Brown
Placement Aide MJC Job
Placement Office

Questions & Answers

Q. How do students register into CAPS?

A. Participant schools arrange for such registration. Contact your school's Counselor or Placement Director.

Q. Is there a fee for student registration into CAPS?

A. Normally, No! Private or proprietary schools may charge a nominal fee to help defray the costs. There is no fee for students in public school systems.

Q. Does CAPS guarantee a job?

A. NO! CAPS can't guarantee jobs. What it will do is bring your contact information to the attention of large numbers of employers who have an expressed interest in students with your type of education or training.

Q. Will registration into CAPS increase my chances of finding employment in my field of study?

A. Yes! The exposure of your contact information to large numbers of employers who are interested in direct persons with your type of education or training will increase your chances of finding employment in your field of study.

Q. Should I register into CAPS even if I don't plan to seek post-school employment?

A. Yes! You may be planning now to continue your education full-time or to enter military service or to pursue a home career. However, you may change your plans before the end of the school year. Register when you have the opportunity.

Q. Suppose I have to take a job unrelated to my field of study, can CAPS help me get employment in my field?

A. Yes. Obtain a registration form from your former school, and re-register into CAPS. You will receive CAPS continuation cards. As long as you return a card each month, your contact information will continue to go out to employers.

Questions & Answers

Q. Suppose I don't have a job lined up upon graduation, what then?

A. CAPS will continue to work for you. You will receive six (6) CAPS continuation cards. As long as you return one each month, your contact information will continue to go to employers via CAP-O-GRAMS. You will be dropped automatically if you fail to return a card when due.

Q. Can a former student re-enter the CAPS System during the first year after graduation if he needs job placement assistance?

A. Yes! All he needs to do is ask his former school to send him a registration form. When the completed form is received, his contact information will go out on the next scheduled CAP-O-GRAM mailing.

Q. Suppose I secure employment before leaving school, should I notify CAPS?

A. Notify your instructor or your school's placement office. CAPS will be notified through your school personnel.

Q. Should I rely exclusively on CAPS to find a job?

A. No, absolutely not! Regard CAPS as a back-up to your own efforts. Ask your school's placement office for the CAPS booklet on employment finding techniques.

Q. Is parental approval required for entry into the CAPS System?

A. Only if you are a high school senior under the age of 18. Ask your counselor for a parental approval slip.

Q. How often are CAP-O-GRAMS mailed to employers?

A. Normally, every 60 days. That assures three (3) mailings before the end of the school year.

Q. Will my contact information go to new employers with each CAP-O-GRAM mailing?

A. Most likely Yes! It may also go to some who have had your contact information before. Some of these may have a need to hire that they did not have earlier.

Questions & Answers

Q. Where are the employers located who will receive my contact information via CAP-O-GRAMS?

A. That depends upon the relocation limits that you set on the Student Registration form. For example, if you indicated that you wanted employment ONLY in your county, your contact information will go ONLY to employers in your county and immediately surrounding counties.

Q. About how many employers will receive my contact information?

A. That depends upon (1) your relocation preference indicated on the Student Registration form and (2) the number of employers interested in your type of education or training. One can't state the number in advance.

Q. Can I get a list of employers through the CAPS System?

A. NO! CAPS is not designed to provide graduates with employer names. The contact initiative rests with employers. However, your school's placement office will have the latest CAPS Directory of Employers. You may get some leads.

Q. Can I get my contact information sent to employers of my own choice?

A. No. However, if you already know the employers whom you would like to work for, your best bet is to send them a well written (and typed) letter with your resume on the reverse side. Always emphasize why you want to work with the employer.

Q. Is CAPS run by an employment agency?

A. No. It is either operated by ISRI, a non-profit educational research organization or by a state or local education agency. It is a product of a tax-exempt, non-profit organization, and may be operated only by non-profit organizations as a public service.

Your inquiries are invited. For further information about CAPS, contact:

Joe D. Mills, Director
Division of Vocational & Technical Education
Department of Education
Tallahassee, Florida 32304

Call 904/488-8961 *ASK FOR CAPS SERVICE*

The CAPS System

CAPS stands for Computer Assisted Placement Services. The purpose of CAPS is to help employment-seeking seniors or final-year students, like yourself, to find employment in the field for which educated or trained or at least in a related field. This is accomplished by sending CAP-O-GRAMS to employers who have either expressed a lasting interest in graduates with specific types of education or training or have a history of hiring such graduates. (A facsimile of a CAP-O-GRAM is shown on the far right.)

Suppose, for example, you wanted employment in work related to your course of studies. Your contact information that is, name, address, telephone number, major field of study, and school attended, would appear on CAP-O-GRAMS sent to all employers who have expressed an interest in persons with your type of education or training.

It would be up to the employers to contact you. The employers might (1) send you an employment application form, (2) engage you in a telephone interview, or (3) ask you to appear for an employment interview. Once the employer receives his CAP-O-GRAMS, it's up to him to decide who he will contact and how.

Student Registration

Your school will arrange for seniors and other final-year students to register into the CAPS System. You will be given a Student Registration form to complete.

The form is designed to be read by a machine. A facsimile of the upper portion of the form is shown at the right. Notice that the form requires students to make marks in correct locations. The machine ONLY reads marks.

The most important thing you can do to make certain that your name, address, and telephone number are correctly listed on CAP-O-GRAMS sent to employers interested in persons with your type of education or training is to complete the Student Registration form CORRECTLY.

An incorrectly marked address or telephone number may make it impossible for employers to contact you. Follow instructions exactly to assure correct contact information. See partially illustrated form. ▶

EMPLOYABILITY SKILLS UNIT

INTRODUCTION

This unit will provide the required information and services required to develop the "employability" skills of choosing, finding, getting and keeping jobs.

OUTCOMES

General outcome areas

- work habits
- work - seeking aid
- work getting skills

EXAMPLE OF CONTENT

Employability Skills Program - Post-Secondary Version

Job Planning

Module

1 Getting Started - Introduction to the program including a brief discussion of some of the problems related to selecting a career and finding a job.
2 Self-Understanding - Exercises and activities to help inventory interests, values, goals.
3 Self-Understanding, continued - Exercises concerning life style, work style and attitudes toward work.
4 Personal Paper and Data - Identification of the information needed for starting the job search and filling out job applications.
5 Resume Writing - Discussion and examples of the two major types of resumes in common use today.

Job Acquisition

6 Finding Job Leads - The basics on how to find and use job leads.
7 Writing Job Letters - Writing of effective job letters to follow up job leads.
8 The Interview - The do's and don'ts of a good job interview.
9 Taking Employment Tests - Some useful strategies for taking tests.
10 Wages, Deductions and Fringe Benefits - What a worker gets paid, what he/she takes home, and what he/she receives as added benefits.

Job Success

11 Unions and Professional Organizations - A brief history of unions in America.
12 Unions and Professional Organizations, continued - A description of the apprentice system and of professional organizations.

13 On the Job - Tips on surviving the first few weeks on a new job.
14 Money Management - Some basic facts about money and how to make a job support a satisfactory life style.
15 Changing Jobs and the Career Ladder - Ideas about moving up or on, depending on career and life goals.

Description of Employability Skills Program from the Wisconsin Vocational Studies Center.
University of Wisconsin - Madison
321 Education Bldg. (P.O. Box 49)
Madison, Wisconsin 53706

STAFF

Employability Skills Specialist

The staff required will depend upon the unit format or design and the media selected. Some systems require a receptionist/records clerk combination.

FACILITIES

Space for individual/group training.

MATERIALS

- many new methods now being developed for groups or individualized instruction
- media include video tapes, audio cassettes, workbooks, and books on these skills.
- these vary in length from an hour to 120 hours of instructional practice.

EXAMPLE OF PROBLEM

- 12 most common reasons for not getting a job, page 97.

LISTING OF RESOURCES

- books
- booklets
- systems

(page 100)

COMMENT

Students will normally have experienced the services of the other units prior to using these services. May be referred back to other units for clarification. Students will be referred to this unit from classes. Materials for this unit may be used by teachers in classrooms.

---

12 Most Common Reasons
for Not Getting a Job

by

Sylvia Porter

1. Job-Hopping Background--"Generally, in a beginning career of five years experience, ideally an employee should have no more than two jobs; in 10 years, no more than 3 jobs; in 15 years, no more than 4 jobs," says Charles W. Marks, NPA's executive director. (Exceptions are such industries as engineering and data processing, where employees should be exposed to continuing change.)

   "There's an important difference between having had too many jobs and too many careers. Too many jobs within one career area is far better than too many careers," adds Dr. Arthur A. Witkin, chief psychologist of Personnel Sciences Center of New York, which has counseled 10,000 persons on career planning and helped employers select 50,000 persons for hiring or promotion.

   "There are advantages of a diversified background and disadvantages in staying too long at the same job. Some employees claim 20 years of experience but it's only one year of experience repeated 20 times."

2. Apparent Unwillingness to Relocate--"It is important for an employee to project willingness to move," observes Alice I. Johnson of Allis-Johnson Personnel in Livonia, Michigan. "Employers are trying harder to accommodate employees who must be relocated but a dragging of the feet turns a company off."

   "If you're reluctant to relocate, examine the reasons why," urges Dr. Witkin. And he warns, "People who are executives or want to be executives must be willing to relocate. Unless you are willing, many doors will be closed to you. If you're not willing to relocate, though, there's no point in saying that you are."

3. Wrong Personality during Interview--"Intangible reasons--such as the interviewer not liking the way the applicant dresses or shakes hands--are often the most significant," explains Marks. "To avoid this, some companies screen applicants by committee."

   "If it's clear that the employer feels your personality is wrong for the job, don't waste your time," Witkin advises. "In six months, you'll be looking for another job, citing 'personality conflict' as the reason for leaving your old one."

   "Some employers like applicants most like themselves," adds Mary Field of Mary L. Field Associates, Cleveland. Try to learn in advance the employer's and the company's personality. Often, they are the same.

4. Unrealistic Salary Requirements--If you're looking for a 20 percent increase in salary, compared with about 10 percent in the past, this is unrealistic. Also, Marks emphasizes, study the non-cash incentives, such as a company car, club membership, the like.

   Don't fall into the trap of making your salary requirements too high. Just tell the employer he already knows your salary history; what you're looking for is a reasonable raise and a career opportunity.

5. You Don't Have the Background--If you do not have the background the employer says is needed, try to show that the education and training you do have may have many advantages over the typical background for the position. There are advantages in a fresh point of view.

6. Your Poor Employment Record--That's an area in your work history that you cannot hide. Like your salary history, your employment record cannot be falsified. Do your best to explain and that's all.

7. Being Unprepared for the Interview--You may lose out because you are unresponsive, disinterested or unprepared during the crucial interview. The opposite problem--being too aggressive during this talk--appears far less common, ranks in 20th place of 22 reasons cited altogether.

   It would be a sound idea to prepare for the interview by practicing answers to questions you're sure will be raised (previous job changes, willingness to relocate, salary requirements, why you left last job, why you want this job, etc,)

8. Handling Your Job Negotiations Improperly--This reason is in the same class as reason No. 7--being unresponsive or too aggressive.

9. You're Judged To Have Little Growth Potential--But "employers sometimes look for growth potential when it's not required for the job" comments Dr. Witkin, chief psychologist of Personnel Science Center of New York, which has counseled thousands of persons on career planning. "You ask the employer if he doesn't need some Indians instead of chiefs."

   You also might emphasize that you're dependable, you work hard, you're willing to work to the limit of your own potential, and you'll still be at the job producing for the company long after other, more ambitious employees have gone on to something else.

10. Reference Checks Show Personality Conflicts--These conflicts may show up in subsequent meetings or in the reference checks made. The key point is that this reason is related to another reason for job turndowns--personality judged inappropriate during the initial meeting. It is an extremely subjective explanation.

11. Long Unemployment Periods--"For management level positions, 90 days is considered a long unemployment period," says Charles Marks, executive director of NPA. "Point out the productive things you did between jobs," adds Witkin. "Describe how your travels, studies and free-lance work prepared you for the position."

12. You're Judged an Ineffective Supervisor--Perhaps you hate this type of responsibility. If so, waste no time looking for a supervisor job. Move on.

In general: Avoid arguing about company policy during the first interview, cautions Marks. "Show decisiveness--'May I call you tomorrow? I want to think about it,' is good. 'I want to talk to my wife about this' is not as good."

Many employers will give a "stress" interview to learn how you handle stress: be prepared for it.

It's a rule of good business management not to tell the employee why he was rejected, explains Witkin. "You can ask why you were turned down, and it will show your interest in the job, but don't be misled by what you're told because it may not be the real reason."

In sum: ask yourself which of the 12 reasons was the real reason. Learn from your answer what to do to improve your chances.

LISTING OF RESOURCES FOR EMPLOYABILITY SKILLS UNIT

SYSTEMS

EMPLOYABILITY SKILLS PROGRAM

The Psychological Corp.
Industrial Services Div.
757 Third Avenue
New York, N.Y. 10017

A complete laboratory consisting of 10 multi-media units including all materials needed for 120 hours. Units are:

- Unit 1. WHO I AM AND WHERE I WANT TO GO
- Unit 2. TEN OCCUPATIONAL FIELDS: HOW DO I EXPLORE THEM
- Unit 3. JOBS AND TRAINING: BEGINNING THE SEARCH
- Unit 4. EMPLOYMENT AGENCIES AND PERSONAL CONTACTS
- Unit 5. CHOOSING A GOOD JOB FOR MYSELF
- Unit 6. PLANNING FOR PERSONAL GOALS
- Unit 7. DEVELOPING A VOCATIONAL PLAN
- Unit 8. LOOKING GOOD ON PAPER
- Unit 9. THE JOB INTERVIEW: HOW TO BE EFFECTIVE
- Unit 10. KEEPING MY JOB: HABITS THAT HELP

Each Unit is self-contained, with all necessary audio-visual programs and all forms and manuals for instructors and learners.

CAREER SYSTEMS

Singer Career Systems
80 Commerce Drive
Rochester, NY 14623

Each of the three programs is a multi-media experience including; filmstrips, tape cassettes, systematized gaming activities, puzzles, simulation games, work books and group leader's manuals outlining discussions, role playing and brainstorming activities. Each unit of each program is stimulating, motivating and rewarding.

- JOB SURVIVAL SKILLS An exciting 15 Unit (30 hours) program aimed at behavioral change. The units deal with job seeking, resume writing, application blanks, job interviews and the concepts of "seeing one's self" to better prepare students/clients for getting and keeping a job.

- COMMUNITY LIFE SKILLS An informative 7 Unit (20 hours) program aimed at the disadvantaged person or family, upgrading their ability to be independent in the community. Units deal with housing, transportation, legal aid, medical aid, financial services and associated community agencies.

- INTERPERSONAL LIFE SKILLS A new program consisting of 8 Units (16 hours) devoted to improving those skills that make communicating easier; how to be a good listener, how to be a good speaker, tips on self appraisal, perceiving skills, synchronizing skills and how to build better human relationships.

LISTING OF RESOURCES FOR
EMPLOYABILITY SKILLS UNIT

BOOKS

- Women & Work, Department of Labor, Bureau of Labor Statistics
- What Students Should Know About Interviewing, General Electric, Free
- The Resume Workbook, The Carrol Press, Box 8113, Cranston, RI 02920 $5.00 each
- The Three Boxes of Life, And How To Get Out of Them, An introduction to life/work planning by Richard N. Bolles. The three stages of our lives: education, then work, then retirement, have tended to become three boxes for learning, achievement and leisure. Includes some very practical tools which everyone can use to blend learning, achieving and playing, during all the stages of our lives.
  Ten Speed Press
  900 MODOC
  Berkeley, California 94707
- What Color Is Your Parachute? Based upon the latest research, this new, completely revised 1976 edition of What Color is Your Parachute is designed to give the most practical step-by-step help imaginable to the would-be job-hunter or career-changer, whether he or she be sixteen or sixty. Inasmuch as experts now estimate that the average worker changes jobs every three years or less, and changes careers two to three times in his lifetime, the need for this kind of help
  Ten Speed Press
- MOVING UP by Eli Djeddah "...you will find Djeddah's book gives helpful instructions about the interview, the resume and salary negotiations, if you feel you need more guidance in these areas; it would be folly for us simply to duplicate here the very things he explains most carefully."
  Ten Speed Press
- Handbook of Job Facts, Science Research Assoc.
  299 E. Erie Street, Chicago, IL 60611 $5.20
- PROFESSIONAL CAREERS EDITION: Index of Employment Opportunities, 1971-72, Resource Publications, Inc. A listing of U.S. employers who hire in the engineering fields. The address and a description of the company and the type of services they are seeking is given.
- THE MOTHER WHO WORKS OUTSIDE THE HOME, Sally Wendkos Olds. Discusses the many aspects of the working mother; temporary adjustments, how kids feel about having working mothers, the full-time mother substitute, day care centers, after-school care, tax deductions for child care, as well as career counseling, dealing with guilt feelings and part-time work.
- EMPLOYMENT OPPORTUNITIES FOR THE HANDICAPPED, Juvenal L. Angel. A valuable reference book which lists job opportunities for the handicapped according to their personal disability. Also discusses the needs of the handicapped.

BOOKS continued

- YOUR CAREER IF YOU'RE NOT GOING TO COLLEGE Sarah Splaver. Discusses how to evaluate your true interest and abilities, how to match your qualifications with major job categories and how to choose and obtain the job where you can achieve both success and self-fulfillment. The occupations covered require little or no training up to those requiring years of apprenticeship or study.
- WORK IN AMERICA, Department of Health, Education and Welfare. A special report prepared for the Dept. of HEW which discusses topics
- YOUR FUTURE IN JOBS ABROAD, Elmer L. Winter. This book serves as a useful guide to the person who is interested in employment abroad by realistically presenting information on work permits, American companies that can operate abroad, government jobs, U.S. taxes, language difficulties and the general problems one needs to deal with in overseas employment.
- PROFESSIONAL CARELRS EDITION: Index of Employment Opportunities - 1971-72, Resource Publications, Inc.
  A listing of U.S. Employers who hire in the following fields: Architecture, Design and Urban Planning, Computer Science, Library Science, Nursing, Paramedicine and teaching. The address of the employer as well as a description of the general work arrangements and needs are given.
- ALASKA EMPLOYMENT GUIDE, Employment Information Services.
  A listing of the government, industry, private resorts, school districts, and transportation industries that hire in Alaska. Also covers self employment in the state.
- THE PROFESSIONAL JOB CHANGING SYSTEM: Worlds Fastest Way to Get a Better Job, Robert J. Jameson. This book will be very helpful to the person who is interested in changing jobs or seeking a new job. It gives examples of how to write a positive resume and vita, examples of letters to employers for various situations, discusses commercial job changing services, psycholigical tests, how to finesse stress interviews, how to negotiate a maximum financial package, effective ways for handling bad references and many other aspects of job seeking.
- THE DIRECTOR OF OVERSEAS SUMMER JOBS - 1973, Charles J. James. Although it is a 1973 edition, this book is helpful to the student who is seeking a summer job overseas. It gives information on how to apply for jobs abroad by employer listings, visas, residence and work regulations and exchange visits.
- SUMMER EMPLOYMENT DIRECTOR - Summer, 1976. Carolyn and Richard Schulze. This book contains thousands of summer jobs, with hundreds of employers in the U.S. These employers include: Summer camps, national park concessions and vacation ranches and resorts. The purpose of this book is to help students and young people find quality summer jobs.
- WOMAN'S WORK BOOK, Karin Abarbanel, Gonnie McClung Siegel. Provides step-by-step instructions on how to match ones skills and interests to the available employment opportunities, including the new fields now opening up to women; how to write a job-winning resume; the ins and outs of dealing effectively with employment agencies; how to translate a want ad into an accurate description of a job vacancy and how to answer a want ad.

BOOKLETS

Alumnae Advisory Center, Incorporated
541 Madison Avenue
New York, NY 10022.

- The Job Interview. Revised 1970. 14 pp. $.50
- Your Letter is You. 1968. 8pp. $.25

Sportshelf
P.O. Box 635
New Rochelle, NY 10802

- How to Make the Most of Your Experience. 1971. 15 pp. $.50
- Observation Pays Off. 1971. 15 pp. $.50
- Productivity and Your Job. 1971. 15 pp. $.50
- Six Success Steps. 1971. 15 pp. $.50
- What It Takes To Be Lucky. 1971. 15 pp. $.50
- Your Best Business Behavior. 1971. 15 pp. $.50
- Your Image Is Showing. 1971. 15 pp. $.50

U. S. Department of Labor
Bureau of Labor Statistics
Washington, DC 20210

- Occupational Outlook Quarterly. Issued quarterly. $5.40 per year.
- Student Reprints from Occupational Outlook Quarterly Up to 35 copies free. Titles include:
  Beginner's Guide to Work
  What Are Earnings?

U. S. Government
Consumer Information
Public Documents Distribution Center
Pueblo, CO 81003

- Merchandising Your Job Talents. Revised 1974. 24 pp. $.50 per copy; 25 per cent discount on purchase of 100 or more copies.
- A Working Woman's Guide to Her Job Rights. 1974. 38 pp. $.60 per copy; 25 per cent discount on purchase of 100 or more copies.
- The Young Worker. 1975. 2 pp. Free.

Vocational Publications
P.O. Box 8582
Spokane, WA 99203.

- Tips for Job Hunters. 1970. 32 pp. 1-4 copies $.55 each; 5 or more copies $.50 each.

BOOKLETS continued

- The Quick Job-Hunting Map by Richard Bolles is a practical twenty-four page booklet of exercises designed to give the would-be job-hunter or career-changer the most practical kind of detailed help, in shortening the time it takes to find a job or change careers. Written by the author of What Color Is Your Parachute?, this booklet will help the job-hunter identify his or her skills in detail, together with the places he or she wants to use those skills, and a method for getting hired in those places. 8 1/2 x 11". 24 pages, $1.25 (Ten Speed Press).
- Employability Skills Booklet Multi-Occ Coop W.S.P Florida A & M University. Developed by staff of project. This booklet is designed for use with academically disadvantaged adults. Free from Multi-Occupational Cooperative Work-Study Project, Florida A & M University Tallahassee, Florida

ORIENTATION-ADMISSION UNIT

INTRODUCTION

This unit will coordinate all aspects of the orientation and admission processes to insure articulation with the secondary programs of study and career guidance.

OUTCOMES

Awareness of programs of study

PROCEDURES

1. For the student the orientation process should be continuous and on-going and should begin during the first year of high school.

2. A program of inservice training for members of the secondary guidance team will be conducted by the college student development staff. The primary goal will be identification of barriers to articulation.

STAFF

Student development (services) personnel and admission staff will be responsible for this unit.

In the center there should be someone on duty to assist with admission application forms.

MATERIALS AND RESOURCES

Multi-media presentations of the college programs

- brochures
- catalogues
- slide/tape presentations
- video tape cassettes
- newspaper coverage
- speakers bureau
- resources guide for use by counselors in high schools

SAMPLE OF INSERVICE

Invitation to counselors, page 106

manatee junior college

WILSON F. WETZLER, PRESIDENT

MEMO TO: Principals, Guidance Counselors, and County Supervisory Personnel

FROM: Dr. C.E. Criswell, Dean of Students

SUBJECT: Sixteenth Annual Area Guidance Conference

DATE: February 16, 1977

It is my pleasure to announce the Sixteenth Annual Area Guidance Conference for Secondary School Personnel, and County Supervisory Personnel in the Gulf Coast area. The conference is sponsored by the staff of the Department of Student Personnel, Manatee Junior College. The date has been cleared with the Manatee and Sarasota County offices.

DATE: Tuesday, March 1, 1977
TIME: 9:30 a.m. - 2:15 p.m.
PLACE: Conference Room, Career Lab in Student Center

The theme of this year's conference is "MJC -- Twenty Years Later -- New Faces -- New Directions." We would like you to meet the new administrators on our campus and have them inform you about their plans for the college. We will discuss our new On-Line Computerized Record System, our plans for expansion, and also our concerns about Testing and Placement, which have developed through the elimination of the Florida Twelfth Grade Placement Test. Time will also be allowed for you to express your concerns and ask questions, especially concerning articulation problems.

We plan to observe the time indicated above. You will be our guests for coffee and doughnuts at registration in the morning, and lunch at noon.

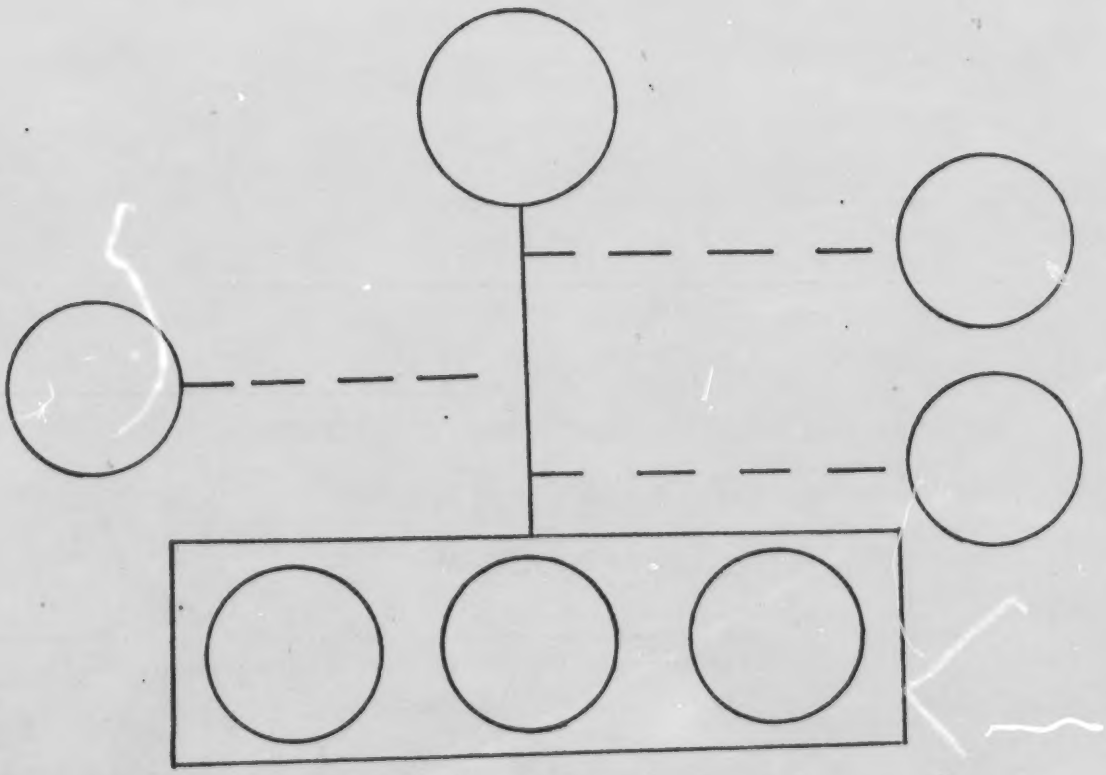
If we have inadvertently overlooked sending an invitation to any member of your staff whom you feel should be attending this conference, please extend an invitation for us and add the name to the card enclosed.

We will look forward to seeing you on March 1st at 9:30 a.m. in the Conference Room of the Career Lab, located in the Student Center. Pool transportation if you can, parking spaces are limited.

Please fill out the enclosed card and return it before February 25th.

5840 26th Street West • Bradenton, Florida 33507 • (813) 755-1511

THE MANAGEMENT SYSTEM



THE MANAGEMENT SYSTEM

OVERVIEW

INTRODUCTION

The model requires the operation of a management system to provide for the articulation, coordination and cooperation of the delivery and support systems of the model.

PARTS OF SYSTEM

The system consists of:

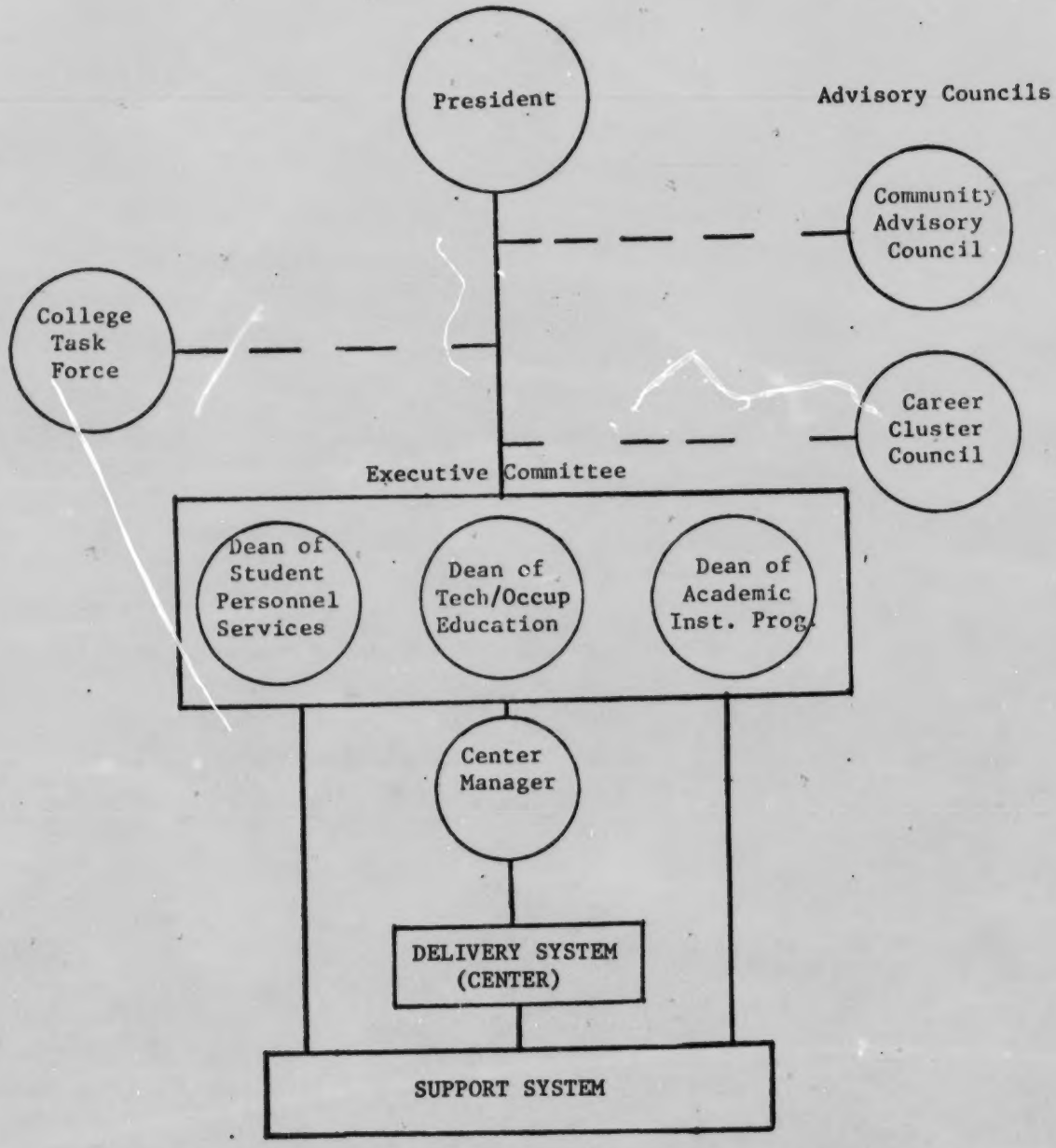
- executive committee
- community advisory council
- career cluster council
- career education task force
- center manager

FUNCTIONS

- manage a center which provides for the centralization, coordination and articulation of all career development and placement services
- provide for the interaction of the world of work and world of education
- provide for involvement of faculty in dissemination of career information
- develop a system for identification of community needs
- catalogue community resources
- expand services to meet changing needs of all age groups in the community
- articulate with other educational institutions and community organizations

RELATED PAGES

- diagram, page 109
- executive committee, page 110
- CAC, page 111
- CCC, page 113
- CETF, page 118
- CM, page 119


President
Advisory Councils
Community Advisory Council
College Task Force
Career Cluster Council
Executive Committee
Dean of Student Personnel Services
Dean of Tech/Occup Education
Dean of Academic Inst. Prog.
Center Manager
DELIVERY SYSTEM (CENTER)
SUPPORT SYSTEM

PART I THE EXECUTIVE COMMITTEE

INTRODUCTION

All top management functions are performed by the executive committee which has overall responsibility for:

- planning
- operation
- evaluation of the model

MEMBERSHIP

The members of the executive committee are

- Dean of Instruction
- Dean of Technical-Occupational Education
- Dean of Student Services

SOURCE OF AUTHORITY

The executive committee is appointed by the president of the college and reports directly to him or to his designate.

AREAS OF RESPONSIBILITY

- set policy to insure cooperation, coordination and articulation of all units.
- serve on staff selection committee
- recommend activities to be carried out by the system.
- review all activities of the center manager.
- receive and review evaluation data.
- make recommendations to manager

COMMENT

Any other administrators of equal status and responsibility may also be members of the executive committee. The Dean or Director of Continuing Education would be a member in many community colleges.

PART II THE COMMUNITY ADVISORY COUNCIL

INTRODUCTION

The community advisory council serves as the primary advisory group to the executive committee.

MEMBERSHIP

This council is made up of representatives from agencies and organizations of the community such as:

- school districts
- advisory councils
- cooperative education training agency
- health and rehabilitative services
- council on aging
- chambers of commerce
- state employment service
- universities
- public health department
- service club
- civic organizations

FUNCTION

To advise the executive committee on managerial policy needs to insure active collaboration with community.

AREAS OF CONCERN

- services of center
- referrals to community agencies
- interaction with service agencies
- support for the center
- articulation with other educational programs

SUGGESTED ACTIVITIES	- identification of community needs - cataloging of community resources - recommendations of referral procedures
COMMENT	Membership of this council may be largely due to the size of the community. Efficiency may be maintained by subgrouping according to areas of major concern.

PART III CAREER CLUSTER COUNCILS

INTRODUCTION

A council of each career cluster will be the principal vehicle for merging of world of work with world of education.

MEMBERSHIP

The members of each cluster council will be representatives from:

- pre-professional academic faculty
- vocational technical faculty
- practitioners from the careers in the cluster
- consultants for career area from state departments of vocational/career education
- students enrolled in programs of training
- consultants from community college division

SELECTION

The members will be selected by the Dean of Instruction and the Dean of Vocational-Technical Education from a listing of persons recommended by the faculty members.

FUNCTION

To serve as advisors and consultants to program planners

EXAMPLE OF HEALTH SERVICE CAREER CLUSTER

The Health Services Cluster Council is composed of faculty members from the following departments:

- Science
- Math
- Nursing
- Radiology
- Dental Hygiene
- Emergency Medical Technology
- Laboratory Technology
- Physical Therapy

Students and practitioners representing fields of:

- Dentistry
- Medicine
- Radiology
- Nursing
- Dental Hygiene
- Hospital Personnel
- Professional Organization
- Veterinary Medicine
- Emergency Medical Technology

Supervisors and Advisory Board Members of Health Care Facilities

AREAS OF CONCERN	- merging of academic and vocational education - selection of career information for center - planning of new programs of instruction - seminars, career fairs, field trips for students - procedures for placement into experiential activities - evaluation and revision of present programs
SUGGESTED ACTIVITIES	- identify resource people to serve as counselors to students - identify sites for placement - recommend training programs - identify consultants for inservice training
COMMENT	Vocational educators have access to valuable information on formation and use of advisory councils which are a forerunner of this -- career cluster council. These procedures could be used to insure proper functioning of this council. The USOE has funded much research and development on the career cluster concept.
DEFINITION OF CLUSTERS	- USOE classification, page 115 - Clusters related to subjects, page 117

JOB CLUSTERS (U. S. OFFICE OF EDUCATION CLASSIFICATION)

Reference: U. S. Department of Health, Education, and Welfare, Vocational Education and Occupations, Washington: U.S. Government Printing Office, 1969.

1. Agri - business and natural resources occupations.
   Examples: Forestry, land and water management, fisheries and wildlife, mining and quarrying, petroleum and related products.

2. Business and office occupations.
   Examples: Secretary, stenographer, general office clerk, office machine operator, office manager and office supervisor.

3. Communications and media occupations.
   Examples: Publishing, photographic reproduction, broadcasting, telephone and telegraph.

4. Consumer and homemaking and related occupations.
   Examples: Food service industry, clothing, apparel and textile industry; child care, guidance and teaching; household maintenance services; family and community services and housing design.

5. Construction occupations.
   Examples: Contracting, interior designing, grounds maintenance, fabrication and installation.

6. Environment occupations.
   Examples: Soil and mineral conservation and control; space and atmospheric monitoring and control; air pollution abatement and control; environmental health services; ornamental horticulture; noise abatement and control and forest range, and wildlife conservation and control.

7. Fine arts and humanities occupations.
   Examples: Performing arts and design, performing arts production and creative writing.

8. Health occupations.
   Examples: Medical library, science, health maintenance, pediatric care and services, mental health maintenance and medical care.

9. Hospitality and recreation occupations.
   Examples: Recreation planning, tourism and recreation promotion, group travel services and leisure consumerism programs.

10. Manufacturing occupations.
    Examples: Model development, foundry operations, machine operations, material handling and recycling operations.

11. Marine science occupations.
Examples: Marine animal (zoological) research, boat and vessel operation and shipboard product sorting.

12. Market and distribution occupations.
Examples: Wholesale trade, direct selling, exporting, retail trade, purchasing and shipping and delivery.

13. Personal service occupations.
Examples: Massage and related services, analyzing and counseling on weight problems, hair styling and mortuary services.

14. Public service occupations.
Examples: Coordinating public housing; handling birth; marriage and death records; customs inspection and law enforcement.

15. Transportation occupations.
Examples: Vehicle operation, freight service, commerical aviator and marine piloting.

CAREER CLUSTERS RELATED TO SUBJECT AREAS

SUBJECT AREAS	CAREER CLUSTERS
ART	Fine Arts and Humanities Communications and Media (Commercial Art) Market and Distribution (Commercial Art)
BUSINESS EDUCATION	Business and Office
HEALTH	Health Occupations
HOME ECONOMICS	Consumer and Homemaking Personnel Service
INDUSTRIAL ARTS	Construction Manufacturing Transportation
LANGUAGE ARTS	Communication and Media Fine Arts
MATHEMATICS	Business and Office Market and Distribution Construction
MUSIC	Fine Arts and Humanities Hospitality and Recreation
PHYSICAL EDUCATION	Hospitality and Recreation
SCIENCE	Agri-Business and Natural Resources Environment Marine Science Communication Transportation
SOCIAL STUDIES	Public Services

PART IV CAREER EDUCATION TASK FORCE

INTRODUCTION

The career education task force is the network of interested individuals organized into a support system for implementation of the model. It is the action group which will plan, develop, and evaluate all provisions for the components of the model.

DESCRIPTION

The task force is composed of a chairperson and members representing each discipline or major department of the college. The members are assigned to sub-groups according to special areas of interest.

PROCEDURE FOR FORMING TASK FORCE

The chairperson and all members of the task force should be chosen by the executive committee with the approval of the chief college administrator.

CRITERIA FOR SELECTION

The faculty members serving on the task force should meet these criteria

- proven ability to get things done
- favorable relationship with members of department
- expressed interest in change
- ability to work as member of team

ACTIVITIES OF TASK FORCE

- receive and review reports from sub-groups
- approve or revise suggested strategies
- recommend actions to executive committee
- carry out assigned tasks

SUGGEST SUB-GROUPS

- career development
- curriculum
- learning center
- community and articulation
- special needs
- research and follow-up
- placement and cooperative education
- staff development

ACTIVITIES OF TASK FORCE SUB-GROUPS

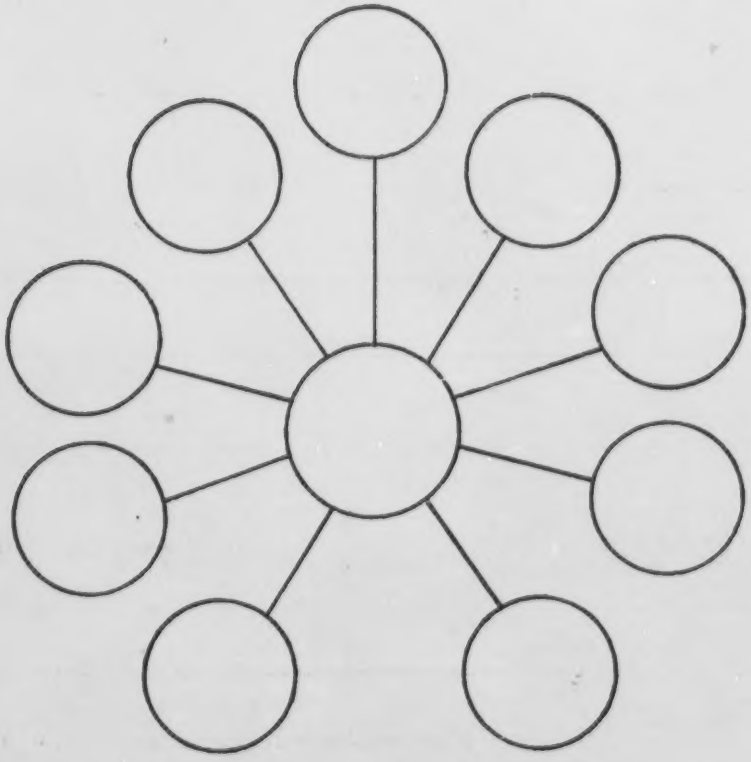
- assess needs
- suggest provisions to meet needs
- prepare report to chairperson
- carry out assigned tasks from task force

PART V CENTER MANAGER

INTRODUCTION	The manager is responsible for the day to day operation of the center.
PURPOSE	The purpose in having a manager is to maximize the effectiveness of the management system.
ORGANIZATIONAL RELATIONSHIP	The manager is selected by the Executive Committee and serves as liaison between this part of the management system and the staff of the center.
AREAS OF CONCERN	- reports to Executive Committee - activities of the center staff - schedule of meetings for Part II and III - implementation of system recommendations - inservice training programs for center staff - budget considerations - supervision of staff
SUGGESTED COMPETENCIES	- management skills - human relations

THE

SUPPORT SYSTEM



OVERVIEW SUPPORT SYSTEM

INTRODUCTION

In some models a career development center is presented as support for the program of instruction and services of the college. In this model all of these programs are viewed as supportive units for the center.

PURPOSE

Organizing all the units into a support system achieves these purposes

- provides needed support from the total institution in facilitating the plans of career development for students.
- provides for cooperative actions resulting in a unified approach
- provides for coordination to avoid duplication of efforts

IDENTIFICATION OF UNITS

- tutorial lab
- learning center
- community services
- special needs project
- library
- cooperative education
- program of instruction
- student development services

COMMENT

In this resource manual these units have been described

- Learning Center
- Tutorial Lab
- Curriculum Provisions
- Program for Disadvantaged
- Community Services
- Cooperative Education
- Community Service Learning

RATIONALE

- Rationale for Support System, page 122

MODEL

Page 124

RATIONALE FOR SUPPORT SYSTEM

INTRODUCTION

The career education movement champions some specific basic educational policy changes.

IDENTIFICATION OF CHANGES

1. Substantial increases in the quantity, quality, and variety of vocational education offerings at the secondary school level and of occupational education offerings at the postsecondary school level.

2. Increases in the number and variety of educational course options available to students with a de-emphasis on the presence of clearly differentiated college preparatory, general education, and vocational education curriculums at the secondary school level.

3. The installation of performance evaluation, as an alternative to the strict time requirements imposed by the traditional Carnegie unit, as a means of assessing and certifying educational accomplishment.

4. The installation of systems for granting educational credit for learning that takes place outside the walls of the school.

5. Increasing use of noncertificated personnel from the business-industry-labor community as educational resource persons in the educational system's total instructional program.

6. The creation of an open entry-open exit educational system that allows students to combine schooling with work in ways that fit their needs and educational motivations.

7. Substantial increases in programs of adult and recurrent education as a responsibility of the public school educational system.

8. Creation of the year-round public school system that provides multiple points during any 12-month period in which a student will leave the educational system.

9. Major overhaul of teacher education programs and graduate programs in education aimed at incorporating the career education concepts, skills, and methodologies.

10. Substantial increases in the career guidance, counseling, placement, and followup functions as parts of American education.

11. Substantial increases in program and schedule flexibility that allow classroom teachers, at all levels, greater autonomy and freedom to choose educational strategies and devise methods and materials they determine to be effective in increasing pupil achievement.

12. Increased utilization of educational technology for gathering, processing, and disseminating knowledge required in the teaching-learning process.

13. Increased participation by students, teachers, parents, and members of the business-industry-labor community in educational policy making.

14. Increased participation by formal educational institutions in comprehensive community educational and human services efforts.

REFERENCE

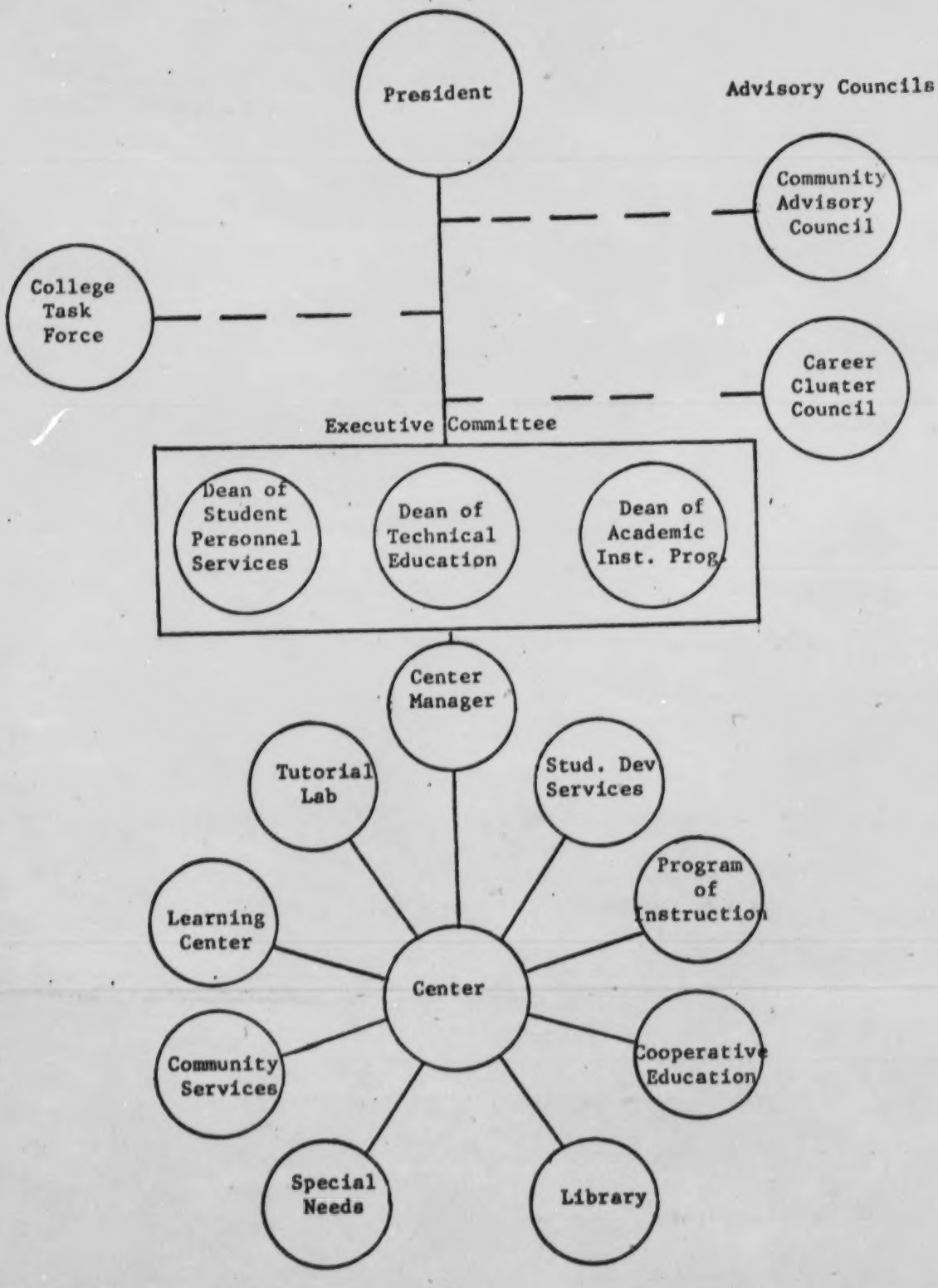
An Introduction to Career Education, A Policy Paper of the U. S. Office of Education, DHEW Publication No. (OE) 75-00504, Supt. of Documents, U.S.Government Printing Office, Washington, D. C. 20402.

Evaluation and Educational Decision-Making, A Functional Guide to Evaluating Career Education, prepared for U.S. Department of HEW, Office of Education, by Development Associates, Inc., Washington, D.C. September 1975.

COMMENT

The support system will be the vehicle for effecting these changes as the concept of career education is integrated into the community college.

SYSTEMS APPROACH
COMMUNITY CAREER DEVELOPMENT PLACEMENT CENTER
MODEL



CENTER - MANAGEMENT SYSTEM - SUPPORT UNITS FOR CENTER
Diagram 1.1

THE ROLE OF THE LEARNING CENTER IN SUPPORT SYSTEM (LEARNING RESOURCES)

INTRODUCTION

Centralized learning resources is an innovative approach for effecting some of the changes listed in the rationale for the support system of model.

PURPOSE

To centralize resources for greater coordination, utilization and expansion of methods for providing support for student development.

PROVISIONS

- development of verbal and mathematical skills
- time variable education
  - independent study
  - acceleration
  - deceleration
  - taped class sessions for review
- learniing variable
  - learning style assessment
- use of multi media
  - peer tutors
  - flexible grading policy
- testing
  - self-evaluation
  - service for make-up testing
- multi-disciplinary coordination

DESCRIPTION OF CENTER

Learning Center at Manatee Junior College. Page 126

DESCRIPTION OF LEARNING CENTER
MANATEE JUNIOR COLLEGE

INTRODUCTION — A Learning Center In Development - page 127

STAFF

- coordinator
- four full time instructors
- three supportive instructors from math
- two assistants
- office manager
- secretary
- student helpers - 12

RESOURCES — List of holdings - math, page 130
List of holdings - English, page 131

PRESCRIPTION FORMS — English, page 132
Math, page 133

DIRECTIONS FOR STUDENTS — General Directions, page 134

REFERENCES

Neville P. Pearson and Lucius A. Butler, Learning Resource Centers: Selected Readings (Particularly Section Four on Higher Education)

John Merren, "A Catalog of College and University Learning Centers," Audio-Visual Instruction, Vol. 20, November 1975, pp. 15-22.

WRITTEN COMMUNICATION

Since the inception of the junior college concept with its open admission policy, students exhibiting deficiencies in verbal and quantitative skills have been arriving on the junior college campus in ever increasing numbers. For more than a decade, the college administration has recognized the problem inherent in a student's basic educational deficiencies and has provided opportunities for the remediation of such deficiencies. Remediation of written verbal skills has long been an integral part of the curriculum of the English Department.

Until approximately four years ago, MJC attempted to offer remediation of both reading and writing skills in one non-credit three hour course. It was during this early period, approximately ten years ago, that the basic hardware (the present Craig Readers and the SRA Accelerators) for the laboratory reading program was purchased with funds from an NDEA grant. As the college's enrollment increased and as the level of the students' verbal preparation decreased, it became evident that more treatment was needed in order to repair adequately the verbal deficiencies of the average remedial student. Since remediation programs of more than one semester's duration were, to say the least, unpopular, it was deemed advisable to offer two courses in written verbal remediation, one in reading and the other in the mechanics of composition. It was at this time that the curriculum for English 110 was developed. English 110 concentrates upon the following basic skills in processing the written word:

1. developing vocabulary.
2. recognizing paragraph structure and determining main ideas and supporting details.
3. separating fact from opinion.
4. reading for inferences and conclusions.
5. developing flexibility and efficiency in the rate at which written material is assimilated.

While reading and writing are closely related in many ways, the tasks demanded and the skills required to produce acceptable compositions differ noticeably from the tasks demanded in reading with comprehension. For this reason, the composition skills were offered in a separate course numbered English 100 in which spelling, the mechanics of grammar and punctuation, and sentence and paragraph structure were emphasized.

The Learning Center, which MJC put into operation in the fall of 1975, has provided a vehicle through which remediation efforts may be coordinated and concentrated, thereby conserving facilities and equipment and affording the student a centralized place to go to seek help with his academic problems directly related to his deficiences in the basic skills. The structure of the Center has allowed additional laboratory work in spelling, grammar, and composition through English 103, English laboratory. In English 103, the student's classroom activities of English 100 can be supported. The student is offered additional opportunities to familiarize himself with written language patterns and, within his own time frame, can practice his skills in structuring the language, an area exceedingly vital to his own personal success in academia. The interdisciplinary aspects of the Learning Center make it possible to offer longer service hours without increased cost usually implicit in such instructional services.

The literature of educational research is replete with studies supporting the premise that students evidence a great variety in their modalities of learning. The traditional, structured classroom lecture format does not necessarily provide

the optimum learning situation for all students in all disciplines. The MJC Center, by way of flexibility of techniques, offers viable alternative approaches to education.

MATHEMATICS

This presents a working example of what MJC is doing in the MJC Center in mathematics. Students entering MJC under the open door policy have a wide variety of learning styles and are at all levels of proficiency and ability in mathematics from the fourth grade level to college level. Some of them are slow learners because of physical disabilities and some are handicapped because of socio-economic conditions. Regardless of the reason, the student has a right to expect help from the college and the state expects us to provide that help. MJC is trying to provide the best program possible.

Entering mathematics students are placed by student personnel counselors in Mathematics 111, 106, 101, or higher, according to high school records, SCAT, SAT, or FTGPT scores. Those who score below the 30th %-ile on placement tests are required to start in Mathematics 100. The students are tested during the first days of the term to determine their actual achievement levels in mathematics. Essential arithmetic and elementary algebra have been subdivided into natural modules or groupings of information and skills. Those a student understands are skipped and he moves rapidly to find a meaningful starting place. It becomes apparent after some experience that each student must be dealt with in terms of his own background and capabilities. Thus the faster ones move ahead and the slower ones move at the individualized pace they achieve on their own. In order to be reasonably certain that these students can pass the next course, Mathematics 101 or 106 it is essential to have rather definite minimum standards of achievement for 100. Those who enter with greatest handicaps would certainly not be able to achieve these standards in the same time the best student could; so he is given a chance to continue the next term if his progress is satisfactory in relation to his beginning level. The student should not enter the next higher credit course until he completes Mathematics 100.

The general philosophy is: Test to find a starting point; test to find present skills; work only on areas of deficiency. Then move as fast as understanding permits. Test often, on small incremental bits, to point out any specific difficulties, then provide help in as many different ways as possible.

The Mathematics Department has prepared practically all of the teaching materials. Some few have been bought. All of the hardware, or practically all of it, has been supplied by the MJC AV department, by the Technology Department or was already on hand. We have not added any staff because of the Center. Each faculty member at times will be assigned one or more sections of 100. The class is conducted in the Learning Center and each follows exactly the same procedure with this class as with all others. Experimentally Mathematics 106 has been adapted to the Learning Center (LC) approach. A programmed text and additional teaching aids are used as well as a set of 28 tests prepared. Students who have difficulty in regularly paced 106, or those in 107 who find the higher course too difficult, are rescheduled into the self-paced individualized 106. The fact is recognized that lecture is only one of the ways of teaching. Some assistance is given the student to try and find the way he learns best by providing an alternate variety in teaching modes. We now have the building and especially a LC that was planned when the building was being designed. Still a few hundred dollars annually could be used for equipment and MJC would like to try some of the advanced ways that other colleges are trying but, thus far, MJC has been getting along without.

An instructor assigned to a given course may adapt it to an LC approach by:

1. Selecting a text designed for this approach.
2. Construct a study and test program for the course in such a way that the student can work alone, or with teaching aids, programmed texts, study guides with progress depending upon successfully passing evaluative tests.
3. Schedule the course in LC or centralized place where such materials are kept.
4. Provide daily and sustained tutoring assistance, help when needed, and direct the student to additional aids if desired.

Such a class should not exceed 30 students; they would be allowed to move as rapidly as they can with success and all departmental standards for the course should be met or exceeded.

SUMMATION

These are the areas presently being used in the MJC LC. It is anticipated this will be interdisciplinary in nature and will accommodate more disciplines in the future. During the first semester accrual of evaluation data is being gradually gathered, bugs are being worked out, some module modification is in constant process of revision, and outlines are being modified and revamped.

References for additional reading in this area see:

Neville P. Pearson and Lucius A. Butler, Learning Resource Centers: Selected Readings (Particularly Section Four on Higher Education)

John Merren, "A Catalog of College and University Learning Centers," Audio-Visual Instruction, Vol. 20, No. 9, November 1975, pp. 15-22.

Attached pertinent Appendixes regarding Individualized Learning Research and related MJC materials.

Daily individual logs are maintained in the Learning Center for on-going evaluation. Individual progress reports are maintained for data test bank.

LIST OF HOLDINGS - MATH

LEARNING CENTER

Prescriptive Services: Math

Nursing Students: Students receive learning aide modularized-unit forms and take multi-form modularized tests.

Advanced Math Students:
Educulture, Think Metric program w/accompanying tapes
Educulture, Trigonometry program w/accompanying tapes
Educulture, Basic Applied Mathematics program w/accompanying tapes
Bell & Howell, Algebra & Geometry cassettes & work sheets
Bell & Howell, Goldberg Statistics cassettes & work sheets

Learning Style Inventory booklets and Answer Sheets (Experiential Learning Methods).

Math 100, Basic Math (3 cr)

Prentice-Hall's Elementary Algebra textbook - authors: Alwin, Hackworth & Howland
Multi-form modularized tests
Tapes and worksheets #1-34 accompanying textbook
Reference textbooks

Math 106, Intermediate Algebra (3 cr)

Prentice-Hall's Intermediate Algebra - authors: Alwin, Hackworth & Howland
Multi-form modularized tests
Tapes and worksheets #35-73 accompanying textbook
Reference textbooks

Math 111-12 El. Math Anal. (3cr ea.)

Addison-Wesley's Basic Algebra - authors: McHale & Witzke
" " Basic Trigonometry " "
" " Advanced Algebra " "
Multi-form modularized tests
Daily pretests for student use with keys.
Reference textbooks

All of the above courses maintain Student Progress Record Sheets and other supplemental learning aides.

LIST OF HOLDINGS - ENGLISH

LEARNING CENTER

Prescriptive Services: English

Educulture English Module Mini-Course Program w/accompanying tapes
Educulture Vocabulary Development Program/accompany tapes
Educulture Spelling Program/accompanying tapes
Educulture Rhetoric & Critical Thinking Program/accompanying tapes
Multi-form modularized tests for the English Module Mini-Course Program.

English 103 Written Communication (1 cr)

Educulture English Module Mini-Course Program w/accompanying tapes
McGraw-Hill "Spelling Improvement" textbook
Robert J. Brady Company's "Magnetic Spelling Patterns" books w/accompanying tapes
Multi-form modularized tests

English 110 Reading Techniques (3 cr)

Blakes' "College Reading Skills" - Prentice-Hall textbook
Brown's "Programmed Vocabulary" - Prentice-Hall textbook
Classroom texting.

Lab Materials:
- EDL Controlled Readers
- EDL Controlled Reading Study Guides
- EDL Controlled Reading Filmstiks
- SRA Accelerators III

Textbooks:
- D.C.Heath's "Efficient Readers"
- McGraw-Hill's Listen & Read books w/ accompanying tapes
- Spache & Berg's Art of Efficient Reading, publisher: The MacMillan Company
- EDL Word Clues, McGraw-Hill Co.

All of the above courses have Student Progress Record Sheets and learning aides.

German 101-2, 201-2-3-4 (3 cr)

Sinnema's "Grundliche Einfuhrung" - B. W. College
Harold Van Hofe's "Im Wandel Der Jahre" - Holt Rinehart, & Winston
Classroom testing.

Lab Materials:
- Conversational Tapes
- Drill Tapes
- German Dictionary
- German Grammar Reference Materials
- German Magazines & Newspapers
- German Cultural Materials & Displays

German students maintain an individual lab-work folder in the lab.

STUDENT NAME _____ SOC. SEC. # _____
Last First Middle

LEARNING LAB PRESCRIPTION FORM: ENGLISH 103 DATE: _____

REFERRED BY INSTRUCTOR _____ Presently Enrolled _____ Completed Work _____

CREDIT ADDED _____

Please check the lab work required for your student.

Lab Hours: Monday through Friday: 8:00 a.m. until 3:00 p.m.

INCOMPLETE _____

{in-state fees}

English 103 - 1 credit hour - $11.00 - It will be required for all students registering for English 100 Written Communication. Credit will be certified earned when the student completes a minimum of five selected modules.

I. English Unit: Basic Mechanics

1. Basic Sentence Patterns
2. Sentence Patterns with Modifiers
3. Using Independent Clauses
4. Using Subordinate Clauses
5. Using Subordinate Phrases

II. Grammar/Usage

6. Major Sentence Errors
7. Subject-Verb Agreement
8. Problems with Subjects and Verbs
9. Using Adjectives and Adverbs
10. Pronoun Case
11. Pronoun Reference
12. Frequent Grammatical Errors

III. Punctuation

13. Problems with the Comma
14. Special Punctuation use
15. Using Standard Punctuation
16. The Paragraph
17. The Term Paper

IV. Spelling Unit

1. Pronunciation & Enunciation
   Prefixes
   Syllabication
2. Silent Letters
   Vowel Stress
3. Sound - Alike Suffixes
   The "Code" Roots
4. Homonyms
   Similar & Confused Words
5. Doubling the Final Consonant
6. The Final E
   The Final Y
7. IE or EI
8. Plurals
   Possessives
9. LY and OUS
10. The Dictionary {1&r 4}

--- return to instructor ----

STUDENT NAME _____ SOC. SEC. _____

REFERRED BY INSTRUCTOR _____ PRESENTLY ENROLLED _____ COMPLETED WORK _____

INCOMPLETE WORK _____

MODULE GRADES:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

CREDIT ADDED {ADD SLIP} _____

COMMENTS:

STUDENT NAME _____ SOC.SEC. # _____
Last First Middle Int.

LEARNING LAB PRESCRIPTION FORM: MATH 103 - 1 credit hour - $11.00 - composed of three or more prescribed modules. Credit will be certified earned when the student completes, with adequate proficiency, prescribed modules of work requiring a minimum of 15 hours in the laboratory for the one hour credit. (usually 3 to 5 modules).

REFERRED BY INSTRUCTOR: _____ Math Course _____ Date Completed _____

CHECK THE MODULE(S) YOU ARE PRESCRIBING:

ARITHMETIC

- I. Whole Numbers
- II. Fractions
- III. Decimals
- IV. Ratio and Proportion
- V. Percent
- VI. Measures
- VII. Averages
- VIII. Negative Numbers

ELEMENTARY ALGEBRA (100)

- I. Sets
- II. The Algebra of Counting Numbers
- III. The Algebra of Integers
- IV. The Algebra of Rational Numbers
- V. Equations with Two Variables
- VI. Algebraic Polynomials and Factoring
- VII. Fractional and Quadratic Equations
- VIII. Quadractic Equations with Irrational Solutions

INTERMEDIATE ALGEBRA (106)

- I. System of Rational Numbers
- II. System of Real Numbers
- III. System of Complex Numbers
- IV. Sets, Relations and Functions
- V. Inequalities
- VI. Absolute Value
- VII. Graphing
- VIII. Exponents
- IX. Factoring
- X. Logarithms

TECHNICAL MATHEMATICS (111)

- I. Signed Whole Numbers
- II. Non-Fractional Equations
- III. More Non-Fractional Equations
- IV. Multiplication & Division of Fractions
- V. Additional Subtraction of Fractions
- VI. Fractional Equations
- VII. Introduction to Graphing
- IX. Formula Rearrangement
- X. Systems of Equations and Formula Derivation
- XI. Right Triangles & Trigonometric Ratios
- XII. Vectors
- XIII. Trig. Ratios of Standard-Position Angles
- XIV. Oblique Triangles

TECHNICAL MATHEMATICS (112)

- XV. Applied Geometric Problems
- XVI. Identities and Interpolation
- XVII. Sine-Wave Analysis
- XVIII. Complex Numbers
- XIX. Square and Square Root Radicals
- XX. Equations and Formulas Containing Sq.Rts
- XXI. Quadratic Equations & Formulas
- XXII. Exponents and Radicals
- XXIII. Linear Graphs & Slope
- XXIV. Common and Natural Logs
- XXV. Logs and Exponentials: Laws and Formulas

OTHER TOPICS OR CONCEPTS: _____

Supplemental revisions will be issued when necessary.

.....-return to Instructor upon completion-.....

Referred by Instructor: _____

Math 100	Math 108	Math 216
101	111	251
106	201	252
107	202	

STUDENT NAME _____ SOC.SEC.# _____

Completion Date _____ Grade _____

Add Slip Completed _____

GENERAL DIRECTIONS
MANATEE JUNIOR COLLEGE
LEARNING CENTER

ENG. 103 PRESCRIPTION STUDENTS: See Mrs. Boyd or one of the Eng. 103 instructors (Mrs. Farrell, Mrs. Unger or Mrs. Wiggins) for instructions on the use of the Learning Center equipment and the Progress Record Sheets.

Laboratory times for prescription work vary each semester in accordance with class scheduling and the availability of equipment. You should allow approximately 1 to 1 1/2 hours per module and test. The time required to complete a module will vary with the difficulty of the material and the student's background knowledge.

DO NOT WRITE IN THE MODULE BOOKLETS!

Write the responses on your own notebook paper, labeling each page to correspond with the exercise you are studying.

As you work through a module, if you are experiencing difficulty with any of the material, make a notation of the problem and consult a Learning Center professor for assistance.

Upon completion of the module tape and booklet, give yourself the post test that appears at the end of each module booklet. If you make errors on the post test, seek help to clarify your mistakes. Once you feel secure in your knowledge of the material, ask the assistant at the Learning Center desk for that particular module test. Be sure to identify yourself as a prescription student. The assistant will provide you with paper on which to take your test.

Tests are to be taken in the Testing Area only. Return the test and your paper to the assistant.

Your test will be scored as readily as possible. When you receive your scored test, someone will review the test with you to help you clarify any mistakes. Your grade will be posted on your Progress Record Sheet and any necessary comments will be noted thereon.

Upon completion of all of your prescribed modules, your test scores will be reported to your prescribing professor.

If you have been prescribed five (5) modules or more by your English Professor, you must enroll in English 103 for credit. You should see Mrs. Boyd to make arrangements to pay your fees and obtain an add slip for Eng. 103. This mini-registration is conducted during the first nine weeks of the fall and spring semesters and the first three weeks of the summer semester.

THE TUTORIAL LABORATORY FOR VOCATIONAL TECHNICAL STUDENTS

INTRODUCTION

A valuable support unit for the programs of skill development is the tutorial laboratory. This is located within the technology complex.

PURPOSE

- to provide personalized, immediate, and effective help for students who are deficient or disadvantaged
- to offer additional, supplemental, individualized aid to regular classroom instruction for students in rigorous technical education programs
- to provide a resource center and tutor for any student who feels disadvantaged or in need of special help

STAFF

Specialists highly qualified in technical areas with skills in teaching math, science and other courses related to technology.

EQUIPMENT

- scientific calculators
- autotutors
- slide projectors
- loop projectors
- film strip projectors
- sound-on-slide
- sound page system

SOFTWARE MATERIALS

- physics
- math
- management
- slide rule
- aerospace
- history
- technical education
- engineering
- mechanics
- strength of materials

LAB AT MJC

The tutorial laboratory at Manatee Junior College is in its sixth year of operation.

DATA ON SERVICES

For 1976 - Student sessions - 455
Tutoring time - 516 sessions for 55 minutes
Different students served - 98
Percentage of Time by Subject Area Breakdown

Math	9%	Strength of Materials	27%
Physics	16%	Estimating	5%
Electricity	14%	Other	8%
Statics	23%		

CONTACT PERSON

For further information contact June Barber, Director, Tutorial Laboratory, Department of Technology, Manatee Junior College, P.O. Box 1849, Bradenton, Florida 33506.

OVERVIEW OF CURRICULUM PROVISIONS

INTRODUCTION

There are three provisions for support for the center requiring faculty involvement which will result in infusion of career education into the curriculum.

PURPOSE

- to involve faculty in the dissemination of career information
- to involve faculty in the process of facilitating career development

STAFF REQUIREMENTS

These can be implemented without any additional staff. Technical assistance is available from the center staff.

IDENTIFICATION

The three provisions are

- a specific course for career development
- a career corner in each department
- a strategy for involving faculty in producing and disseminating career information

RELATED PAGES

- specific course, page 137
- career corner, page 159
- faculty involvement, page 149

A CREDIT COURSE FOR CAREER DEVELOPMENT

INTRODUCTION	Some students may need more experience and time in career decision-making than can be provided by a career center or laboratory. A course or a series of mini courses offered through the instrucional program can provide an in-depth comprehensive and sequential approach to career development.
PURPOSE	To provide through a multi-media and multi-instructional format the experiences and information required to develop basic understandings and competencies required for life career development.
VARIED APPROACHES	- series of workshops or seminars for credit - mini courses - semester courses - a course offered as pre-requisite for enrolling in an A.A. or A.S. degree program - a pre-requisite for cooperative education program - a course for special groups i.e. work release prisoners, displaced homemakers, mid-life or mid-career adults
EXAMPLE OF A SEMESTER COURSE	A course designed for students interested in exploring a specific career cluster. (Page 138)
OTHER COURSES BEING OFFERED	Many such courses are being offered. This listing can be used in gaining further information. (Page 140)
WORKBOOKS FOR STUDENTS	Page 144
READING LIST FOR COURSES	Page 145

A COURSE FOR CAREER DEVELOPMENT FOR MODEL

INTRODUCTION

This course is offered for students interested in exploring a specific career cluster.

PURPOSE

The course has five main objectives for students:

1. To develop self-awareness in terms relevant for career planning
2. To learn facts about a particular career that are significant for the student's planning
3. To move as far as possible toward a sound career plan.
4. To develop the employability skills needed to implement the plan.
5. To develop skills for personal enhancement.

COURSE OUTLINE

Content Areas	Sub-Topics
I. Introduction to career and life planning	A. A look at Life Career Development B. Goal Setting C. Career Plan of action
II. Introduction to the course	A. Philosophy B. Objectives C. Experiences
III. Self-Discovery Search	A. Personal values, attitudes, appreciations B. Interests C. Strengths and Weaknesses D. Personality Type E. Basic needs, preferred F. Hopes, Dreams, Lifestyle
IV. Career - Choice Theory - Assessment	A. Holland's Self Directed Search B. Strong - Campbell C. Myers - Briggs Type Indicator D. Non-Sexist Vocational Card Sort E. Fantasy trip
V. Career Analysis	A. Overview of Traditional, Non-traditional careers B. Career cluster overview C. College courses/majors D. Vocational/technical training E. Graduate/professional schools F. Trends in careers and occupational outlook for the labor market G. Rate of return - salaries, job satisfactions, career ladders.

VI. Developing your Career Plan of Action	A. Analysis of data from Self Discovery Search B. Analysis of data from career analysis C. Development of Action Plan D. Development of Career Journal E. Career Goals for Future (1 year 25 years)
VII. Personal Exploration Career	A. Overview of tentative choice B. Identification of sub-goals C. Expanding options D. Overcoming barriers
VIII. Employability Interpersonal Relationships	A. Personal communication B. Assertiveness C. Handling tension D. Enhancing relationships
IX. Employability-Getting the Job	A. Researching the job market B. Personal decision-making C. Identification of the Employer D. The art of interviewing
X. Employability-Work Habits	A. Working colleagues B. Fringe benefits C. Professional development
XI. Employability-Enhancing Relationships	A. Personal lifestyle analysis B. Goal setting C. Relaxation techniques D. Expanding options
XII. Leisure Time	A. Marriage counseling B. Parenting C. Skills Exchange

LISTING OF COURSES BEING OFFERED IN VARIOUS INSTITUTIONS

1. Life Career Development System - an exemplary program using nine modules:

   1. Exploring Self
   2. Determining Values
   3. Setting Goals
   4. Expanding Options
   5. Overcoming Barriers
   6. Using Information
   7. Working Effectively
   8. Enhancing Relationship
   9. Creating Futures

   Consists of facilitator's resource book, participants journal, user communication network, copies of modules for students, all student handouts. Has been used in two and four year institutions as well as grades 9-12. Available from Human Development Services, Inc., P.O. Box 1403, Ann Arbor, Michigan 48103.

2. Reaching Reality, a modular program created by the counseling staff of a community college. Students may select a beginning and ending, individual parts or the total process. The modules are:

   Module 1 - Reaching Reality - a slide-tape introduction to the career exploration program.

   Module 11 - Rating Reasons - a look at work motivations and values and how they relate to careers.

   Module 111 - Myths and Mores - a slide-tape presentation of common myths surrounding career choice.

   Module 1V - Dissecting Decisions - a slide-tape concerning the career decision-making process.

   Module V - Visions and Variations - an audio-tape encouraging the use of imagination and fantasy to increase career awareness.

   Module V1 - Interest Identification - identifies interests through a series of exercises and inventories.

   Module V11 - Effecting Exploration - an indepth exploration of educational and career choice through the use of the Career and Educational Information Center.

   Module V111 - Sorting and Shaping - a time to test the reality of career choices and review information gathered.

   Contact: Dean of Student Affairs
   St. Petersburg Junior College
   Clearwater Campus
   8580 66th St. N.
   Pinellas Park, FL 33565

3. Career Choice Workshops - developed by counselors at University of Colorado, Boulder, Colorado. Contact Richard Gross for information or format, activities and worksheets.

4. Personal Career Development, a credit course developed by Gainer and Stark for students at Adelphi University, Garden City, New York 1530 - contact Sandre Stark.

   Course outline includes:

   a. Values Classification
   b. Occupational Information
   c. Decision-Making
   d. Resume and Cover Letter Writing
   e. Interviewing Skills
   f. Job Campaign Strategies

5. A credit bearing career exploration course offered as an independent study mode tailored to individual student is available at Empire State College of the State University of New York.

6. Mini-Course Do It Yourself Career Guidance and Planning offered by Career Laboratory, Pensacola Junior College, Pensacola, FL. Contact Wiley Clement.

7. CEP 403 Career Development and Cooperative Education, offered at University of Florida - Contact Dr. Carolyn Griffis, University of Florida, Gainesville, Florida 32611.

8. BE 100 The Individual In A Changing Environment, a 3 hour credit course at Santa Fe Junior College. Contact Dr. Tal Mullis.
   Provides opportunity to explore (a) personality dynamics in terms of attitudes, values, appreciations and skills; (b) the quality of interpersonal relationships; (c) the challenges and problems of the society as they relate to development. Santa Fe Community College, 3000 NE 83rd St., Gainesville, 32602.

9. Coop 101, Introduction to Careers, a one credit course which may be counted as elective in AA programs, developed at Manatee Junior College, provides a background on the spectrum of career clusters, information on job-seeking and job retention skills and attunes the student to the expectations and requirements of acquiring general education credits in work experience COOP courses. Contact Mr. Paul Cultrera, Manatee Junior College, P.O. Box 1849, Bradenton, Florida 33506.

10. Career Psychology - a two credit elective course developed by faculty of Department of Student Personnel. The course reinforces and accelerates the development of skills and information needed in solving problems in three functional areas of identity, mastery and interpersonal communication. Description of Psychology 110, Career Psychology. Page 142

    For further information contact Cy Criswell, Manatee Junior College
    P. O. Box 1849, Bradenton, FL 33506

PERFORMANCE OBJECTIVES

PSYCHOLOGY 110

Rationale:

Professionals in the helping relationship field have evolved a discipline known as human development, assisting the individual to become a fully functioning personality and to realize his full inherent potential. Practioners of the discipline have come to realize through research that people come to a professional when they have difficulties in one of three functional areas of their life space. The individual can be having an identity problem-- Who am I?, a mastery problem, What can I do? or an interpersonal communication problem, How can I get along? The purpose of this course then is to positively reinforce and accelerate the development of the skills and information needed in these three functional areas in an effort to assist the individual with his career development. This intervention process assumes that the individual can take charge of his life and make the needed decisions as he begins to realize his full inherent potential.

Goals:

There are three main areas of concern on which this course will concentrate.

1. The development of an increasing awareness of yourself as a unique person.

2. The development of a greater awareness of yourself as a student.

3. The integration of knowledge you have gained through self-assessment with the facts about the world of work.

Course Objectives:

1. The student will complete an autobiography.

2. The student will complete a role playing assignment to demonstrate interpersonal communication skills.

3. The student will have a conference with his instructor.

4. The student will plan and undertake a field trip to a local business, industry, educational institution, etc., to be approved by his instructor.

5. The student will complete a job resume form.

6. The student will give an oral report of an interview with a person involved in an occupation of primary interest to the student.

COURSE OUTLINE

What we hope to be teaching and sharing with you are concepts of Life Career Development. A definition is in order. Edmund Gordon states it clearly when he defines Career Education.

> Career Education must be concerned more with facilitating the processes of living and less with preparation for making a living--more with the development of a meaningful life than with earning a good livelihood. This view of education does not involve a separate emphasis on one's educational or vocational development, but a comprehensive concern with career development, in which "career" is defined as the course by which one develops and lives a responsible and satisfying life.

I. Introduction

- a. Rationale
- b. Course Requirements
- c. Grades

II. Interpersonal Communications.

- a. Self analysis
- b. Wider Tape (role playing)
- c. Self Disclosure
- d. Development and maintenance of trust
- e. Levels of communication
- f. Acceptance of self and others
- g. Constructive confrontation

III. Creativity

- a. Primary and secondary creativity
- b. Techniques for increased ideation

IV. Value Clarification

- a. Discussion of values
- b. Allport-Vernon & Lindsey Study of Values
- c. Edwards Personal Preference Schedule
- d. Activities
  1. Twenty things
  2. Baker's dozen
  3. Rank order
  4. Air raid shelter

V. Decision Making

- a. Information
- b. Alternatives
- c. Risks
- d. Strategies

VI. World of Work

- a. Career Development
- b. Evaluation of Attitudes Toward Work
- c. Status of Occupations
- d. Work Values
- e. Job Market
- f. Strong-Campbell Interest Inventory

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REFERENCES

Workbooks for Students

1. A Life Planning Workbook - for guidance in planning and personal goal setting, by G. A. Ford and Gordon L. Lippitt, NTL Learning Resources Corporation.

2. The Quick Job-Hunting Map, Richard N. Bolles, Ten Speed Press, 900 Modoc, Merkely, California 94707.

3. Vocational Development Workbook, an adaptation by Thomas L. Fiester from Magoon's Effective Problem Solving Manual and Danish Graff and Gensler's Self-Help Vocational Decision-Making Booklet. Department of Student Development Services, Room 134 Willard Annex, University of Colorado, Boulder, Colo.

4. The Emphasis Series, six self-instructional booklets designed for adults in career transition by CENTS Project, Northern Virginia Community College. The booklets called Decisions, SELF, Work, Preparation, Change I and Change II will be published by Olympus Publishing Company, Two Olympus Plaza, 1670 East 13th Street South, Salt Lake City, Utah 84105.

5. Job Interview Training for Community College Students by Yolanda M. Perusse, Florida Junior College at Jacksonville, Jacksonville, FL.

6. How To Decide - A guide for women by Nelle Scholz et al College Entrance Examination Board. May be used in both individual and group settings with women of all ages.

7. Decisions and Outcomes - A new decision-making curriculum designed for college students and adults who are faced with personal, educational or career decisions. Available from CEEB.

READING LIST FOR CAREER DEVELOPMENT COURSE

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HOW TO INVOLVE FACULTY IN DISSEMINATION OF CAREER INFORMATION

INTRODUCTION	The question "who will do academic advisement" is one of the most controversial issues on any campus. This approach to faculty involvement in dissemination of career information is offered as a resolution of the controversy.
PURPOSE	To allow faculty to communicate relevant information about the courses they teach directly to students via video tape/or cassette recordings.
PROCEDURE	- develop the format - allow department to choose presenter - produce AV presentation - plan distribution
USE IN MODEL	- the tapes become part of the materials available in both the education and career information units - are available in career corners - may be included in any computerized aids to decision-making
SUGGESTED FORMAT	Faculty Description of Course Offerings. Page 150
REFERENCE	This listing is suggested for use by faculty (Page 151)

FORMAT-FACULTY DESCRIPTION OF COURSE OFFERINGS

OVERVIEW OF COURSE

- goals
- objectives
- instructional format
- classroom experiences
- field trips
- requirements

  1. evaluations
  2. papers
  3. projects
  4. deadlines

COMPETENCIES

- the knowledge/skills
- pre-requisites developed by course
- expected level upon completion

CAREER IMPLICATION

- careers which demand these competencies
- career which may be of interest to majors in field of study

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ADDITIONAL SOURCES OF INFORMATION

- career corner
- listing of faculty who are willing to share
- community resources

LISTING FOR USE BY FACULTY

CAREER RELATED TO SUBJECT AREAS

CAREER LADDERS

The term ladder is used in the literature to denote vertical movement in an occupational family. Upward movement usually requires more training or more responsibilities or both. Horizontal (or lateral) movement, termed lattice, usually requires no additional training or responsibilities. Ladders and lattices and their relationship to clusters are discussed in Career Education: What It Is and How To Do It:

> Closely aligned with the cluster concept are three other familiar concepts of vocational education and manpower training which can be adapted to the career education framework. The ladder concept involves moving the trainee up through related jobs in a broad occupational area from the simple to the complex in such a fashion that he has mastered and can always obtain a job in a specialized skill if he does not continue on the full range of skills involved. In the simplest of examples, an auto-mechanic trainee learns first to be a service station attendant, then a brake specialist, then onward, component by component, until he masters the full range of skills of the journeyman mechanic or quits to accept a lesser but related job. The lattice concept is similar but allows lateral as well as vertical movements.[73]

The following job ladders have been compiled for the use of subject area teachers. These, too, are partial listings, but they may be useful as the core to more comprehensive lists. Only those subject areas represented by the Committee members were prepared--namely, language arts; social studies; mathematics; science, industrial arts; business; and distributive education.

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[73]Kenneth B. Hoyt et al., Career Education: What It Is and How To Do It (Salt Lake City, Utah: Olympus Publishing Company, 1972) p. 90.

CAREERS RELATED TO MATHEMATICS

Accountant
Actuary
Statistician
Systems Analyst
Research Scientist
Electrical Engineer
Architect
Cartographer
Economist
Civil Engineer
Mechanical Engineer
Navigator
Computer Programmer
Astronomer
Certified Public Accountant
Physicist
Tax Expert
Mathematician
Teacher
Doctor
Pharmacist
Broker
Banker
Meterologist
Bursar
Financial Advisor
Investment Advisor
Economist
Psychometrist
Sociometrician

Appraiser
Research Worker
Draftsman
Surveyor
Sales Representative
Merchandise Manager
Mechanic
Bank Teller
Tool Designer
Contractor
Radio Operator
Airplane Inspector
Tax Collector
Broker's Clerk
Bookkeeper
Timekeeper
Secretary
Key Punch Operator
Pattern Maker
Skilled Factory Worker
Ticket Agent
Auditor
Office Manager
Sales Manager
Billing Clerk
Construction Apprentice
Actuarial Assistant
Laboratory Assistant

Salesperson
Cashier
Truck Driver
Taxi Driver
Factory Worker
Delivery Person
Grocery Store Clerk
Service Station Worker
Waiter
Waitress
Window Washer
Carpet Cleaner
Porter
Elevator Operator
Curb Boy
Laborer

CAREERS RELATED TO LANGUAGE ARTS

Interpreter
Lecturer
College Professor
Lawyer
Etymologist
Lexicographer
Drama Critic
Social Worker
Literary Agent
Teacher
Librarian
Speech Therapist
Script Writer
Politician
Copywriter
Author
Programmer
Public Relations Worker
Reporter
Bibliographer
Reading Specialist
Specialized Librarian
Publisher
Administrator
Clergyman
Engineer
Essayist
Film Editor
Cryptanalyst
Tutor
Continuity Writer
Journalist
Counselor
Actor
Commentator
Personnel Manager
Correspondent
Attendance Officer
Librettist
Rewrite Man

Proof Reader
Radio and TV Announcer
Secretary
Advertising Copywriter
Court Reporter
Airline Steward or Stewardess
Postal Clerk
Sales Manager
Retail Manager
Buyer
Motion Picture Director
Towerman
Interviewer
Survey Worker
Script Writer
Gag Writer
Floor Walker
Demonstrator

Printing Pressmen
Typesetter
Dispatcher
Tour Guide
Railroad Clerk
Travel Agent
File Clerk
Comedian
Auctioneer
Teacher Aide
Routeman
Receptionist
Hostess
Typist
Stock Clerk
Bookstore Clerk
Sales Clerk
Reader for Blind
Lineup Man
Pasteup Man
Motion Picture Projectionist
Bookmobile Driver
Building Inspector
Receptionist
Warehouse Worker
Bank Clerk
Mail Carrier
Telephone Operator
Insurance Agent
Duplicating Machine Operator
Driver
Deliveryman
Credit Worker
Usher
Page Boy

CAREERS RELATED TO INDUSTRIAL ARTS

Teacher
Contractor
Metallurgist Engineer
Editor
Architect
Electronics Engineer
Ceramic Engineer
Plastic Engineer
Researcher
Forester
Contractor Designer
Mechanical Engineer
Reporter
Medical Photographer
Artist
Civil Engineer

Sub-Contractor
Job Foreman
Trim Carpenter
Cabinet Maker
Furniture Maker
Metal Specialist
Shop Foreman
Core Maker
Machine Lath Operator
Tool and Die Maker
Master Mechanic
Proofreader
Linotype Operator
Pressman
Blueprint Reader
Estimator
Maintenance Electrician
Photoengraver
Re-Toucher
Dark Room Technician
Color Technician
Finisher
Forestry Aide
Pattern Maker
Millwright
Sheet Metal Worker
Auto Body Worker
Mechanic
Book Binder
Typesetter
Makeup Artist
Draftsman
Telephone Technician
Phototechnologist
Photographer
Developer
Manager Trainee
Machine Operator
Apprentice Machinist
Printer
Sample Man
Tile Setter

Saw Mill Operator
Saw Mill Attendant
Stock Clerk
Foundry Man
Maintenance Man
Press Operator
Copy Draftsman
Hacker Helper
Iron Puller
Truck Driver
Custodian
Brick Mason
Carpenter
Carpenter's Helper
Lumber Grader
Lumber Yard Attendant
Welder
Parts Clerk
Helper
Loading Foreman
Crane Operator
Motion Picture Projectionist
Printing Machine Operator
Extruder

CAREERS RELATED TO SCIENCE

Zoologist
Physician
Chemist
Physicist
Anthropologist
Pharmacist
Veterinarian
Psychiatrist
Dentist
Audiologist
Teacher
Chemical Engineer
Nutritionist
Medical Researcher
Geophysicist
Medical Technologist
Optometrist
Geologist
Minerologist
Sanitarian
Nurse
Botanist
Biologist
Mathematician
Horticulturist
Curator
Agronomist
Psychologist
Dietician
Anesthetist
Meteorologist
Oceanographer
Speech Pathologist

Range Manager
Forester
Audiometrist
Occupational Therapist
Laboratory Technologist
Engineering Technician
Electro-Encephalograpic Technician
Mortician
Physical Therapist
Conservationist
Inhalation Therapist
X-Ray Technician
Dental Hygienist
Textile Technician
Food Processing Technician
Medical Secretary
Dairy Farmer

Dental Assistant
Medical Records Clerk
Practical Nurse
Hospital Attendant
Orderly
Nurse's Aide
Receptionist
Hospital Supply Aide
Executive Housekeeper
Veterinary Hospital Attendant
Forestry Aide
Animal Trainer
Nurseryman Helper
Occupational Therapy Assistant
Ambulance Driver
Ambulance Attendant
Ward Clerk

CAREERS RELATED TO SOCIAL STUDIES

Ambassador
Librarian
Newspaper Correspondent
Political Scientist
Researcher
Economist
Labor Relations Specialist
Anthropologist
Pilot
Navigator
Employment Counselor
Rehabilitation Counselor
School Counselor
Urban Planner
Social Worker
Historian
Market Analyst
Paleontologist
Teacher
Political Commentator
Museum Curator
Public Relations Specialist
Psychologist
Clergyman
Editor
Sociologist
News Commentator
Archaeologist
Case Worker
Criminologist
Psychiatrist
F.B.I. Agent
Judge
Lawyer

Travel Agent
Political Worker
Actress
Actor
Steward
Stewardess
Employment Interviewer
Postmaster
Library Assistant
Religious Worker
Ticket Clerk
Public Official
Museum Guide
Postal Clerk
Government Service Worker
Detective
Insurance Agent
Travel Bureau Director
Legal Secretary
Cartoonist
Probation Officer
Policeman
Policewoman
Bank Cashier
Bank Teller
Poll Interviewer
Claims Adjustor
Mail Carrier
Telephone Operator

Doorman
Usher
Airline Worker
Baggage Clerk
Shipyard Worker
Train Porter
Copy Boy
Bellman
Service Station Attendant
Bus Driver
Taxi Driver
Railroad Worker

CAREERS RELATED TO BUSINESS

Tax Consultant
Actuary
Bursar
Personnel Manager
Research Worker
Accounting Clerk
Financial Consultant
Banking Operations Officer
Accountant
Broker
Systems Analyst
Teacher
Marketing Analyst
Administrator
Economist
Insurance Underwriter
Tax Accountant
Computer Programmer

Auditor
Advertising Agent
Food Broker
Purchasing Agent
Sales Manager
Secretary
Insurance Claims Clerk
Medical Secretary
Assistant Office Manager
Office Manager
Executive Secretary
Financial Secretary
Stenographer
Statistical Clerk
Medical Record Technician
Medical Record Clerk
Computer Salesman
Computer Service Technician
Credit Manager
Interest Clerk
Rate Clerk
Legal Secretary
Bank Manager
Salesman
Assistant Financial Consultant
Console Operator

Bookkeeping Machine Operator
House-to-House Salesman
Service Station Attendant
Dispatcher
Cashier
File Clerk
Duplicating Machine Operator
Receptionist
Clerk
Truck Driver
Timekeeper
Routeman
Mail Sorter
Key Punch Operator
Transcribing Machine Operator

CAREERS RELATED TO DISTRIBUTIVE EDUCATION

Buyer	Broker
Teacher	Advertising Director
Coporation Lawyer	Display Director
Marketing Specialist	Sales Promotion Director
Sales Manager	General Manager
Controller	Specialized Salesman
Purchasing Agent	Personnel Manager

Chef	Jeweler
Barber	Ad Layout Artist
Cosmetologist	Radio Announcer
Assistant Buyer	TV Announcer
Tailor	Fashion Model
Florist	Watch Repairman
Store Manager	Receptionist
Stenographer	Bookkeeper
Secretary	Ad Copywriter
Displayman	Dispatcher
Hotel-Motel Clerk	Cashier
Postal Clerk	

Sales Clerk	Service Station Attendant
Stock Clerk	Counterman
Receiving Clerk	Waiter
Truck Driver	Waitress
Mail Order Clerk	Warehouseman
Cook	Mailer
Baker	Messenger
Routeman	Meatcutter
File Clerk	

CAREERS IN ENGLISH

I. CONTENT OUTLINE

The teacher of English has innumerable opportunities to present the occupational implications of his subject. The outline below lists three categories of occupations necessitating preparation in English or speech. Occupations in the first category emphasize speaking or listening; those in the second, writing or reading; those in the third require an emphasis on both speaking and writing. Examples can be drawn from any of the categories to show how the study of English prepares one for these occupations. The list is not intended to be comprehensive; it is merely suggestive. Teachers should feel free to draw upon their own experience and the experiences of others by including other occupations with which they are familiar.

A. Occupations with an Emphasis on Speaking

1. Actor or actress
2. Air hostess
3. Auctioneer
4. Book salesman
5. Bookstore clerk
6. Clergyman
7. Comedian
8. Demonstrator
9. Drama coach
10. Drama critic
11. Dramatic reader
12. Hostess
13. Interpreter
14. Lecturer
15. Motion picture director
16. Personnel worker
17. Politician
18. Public relations counselor
19. Radio or TV announcer
20. Receptionist
21. Salesclerk
22. Speech therapist

B. Occupations with an Emphasis on Writing

1. Advertising agent
2. Advertising copywriter
3. Author
4. Bibliographer
5. Continuity writer
6. Copywriter
7. Court reporter
8. Editor
9. Editorial writer
10. Etymologist
11. Foreign correspondent
12. Journalist
13. Librarian
14. Medical librarian
15. Printer
16. Proofreader
17. Publisher
18. Reporter
19. Rewrite man
20. Sales correspondent
21. Scenario writer
22. Script writer
23. Stenographer
24. Telegraph operator
25. Translator
26. Writer

C. Occupations with an Emphasis on Both Speaking and Writing

1. College professor
2. Lawyer
3. Retain manager
4. Sales engineer
5. Sales manager
6. Secretary
7. Social worker
8. Teacher, English
9. Teacher, Speech

A. OCCUPATIONS IN HISTORY AND GOVERNMENT

1. Archivist
2. Attorney
3. Cartoonist
4. City Manager
5. Councilman
6. Court Reporter
7. Diplomat
8. Foreign Correspondent
9. Foreign Service Worker
10. Government Service Worker
11. Historian
12. Intelligence Officer
13. Judge
14. Lawyer
15. Legal secretary
16. Librarian
17. Newspaper Correspondent
18. Police Officer
19. Political Scientist
20. Politician
21. Researcher
22. Teacher

B. OCCUPATIONS IN GEOGRAPHY

1. Cartographer
2. Geographer
3. Guide
4. Mapmaker
5. Teacher
6. Travel Bureau Supervisc

C. OCCUPATIONS IN ECONOMICS

1. Arbitrator
2. Bank Cashier
3. Banker
4. Businessman
5. Claim Adjuster
6. Claim Examiner
7. Economic Research Assistant
8. Economist
9. Employment Interviewer
10. Exporter
11. Importer
12. Insurance Agent
13. Investment Adviser
14. Job Analyst
15. Labor Relations Specialist
16. Production Manager
17. Public Finance Expert
18. Statistician'
19. Teacher
20. Teller
21. Trade Commissioner

D. OCCUPATIONS IN SOCIOLOGY AND ANTHROPOLOGY

1. Anthropologist
2. Archaeologist
3. Caseworker
4. Criminologist
5. Curator
6. Ethnologist
7. Genealogist
8. Museum Worker
9. Palentologist
10. Personnel counselor
11. Probation Officer
12. Psychiatrist
13. Psychologist
14. Social Worker
15. Sociologist

CAREER OPPORTUNITIES - PHYSICAL EDUCATION

1. Physical Education Instructor -
   - Elementary
   - Junior High
   - Senior High
   - Junior College
   - University

2. Physical Education Instructor -
   - Handicapped
   - Mentally Retarded

3. Reconditioning Instructor -
   - Hospitals
   - Armed Services

4. Physical Education Instructor - Clubs, Y. M. C. A., etc.

5. Director - Campa or Sports Programs in Camps

6. Coaching - Sports

7. Recreational leadership - City, Club, Church

8. Director of Intramaral Program - Schools, Colleges

9. Officiating of sports

10. Related Fields
   - A. Editing, writing periodicals, sports and physical educatio
   - B. Physical therapy, health and safety
   - c. Team Trainer
   - D. Selling, designing, manufacturing physical education and sport equipment
   - E. Games, sports or social director in vacation resorts

11. Supervision and administration - Physical Education - State, City, and Schools

12. Research - Sports and Physical Education

Occupations for Which the Study of Mathematics Is a Codeterminant

1. Airplane inspector
2. Airplane mechanic
3. Airplane pilot
4. Architect
5. Astronomer
6. Banker
7. Broker
8. Bursar
9. Business agent
10. Carthographer
11. Cashier
12. Chemist
13. Draftsman
14. Economist
15. Electrician
16. Engineer, aeronautical
17. Engineer, ceramic
18. Engineer, chemical
19. Engineer, civil
20. Engineer, mechinal
21. Engineer, electrical
22. Engineer, industrial
23. Engineer, metallurgical
24. Engineer, mining
25. Engineering technician
26. Estimator
27. Geologist
28. Geophysicist
29. Home economist
30. Insurance underwriter
31. Investment counselor
32. Machinist
33. Marine engineer
34. Meteorologist
35. Pharmacist
36. Physicist
37. Purchasing agent
38. Research worker
39. Sales engineer
40. Surveyor
41. Teacher of high school mathematic
42. Treasurer

Occupations for Which the Study of Mathematics Is a Contributing Factor.

1. Appraiser
2. Bank clerk
3. Bank teller
4. Bookkeeper
5. Calculating-machine operator
6. Carpenter
7. Clerical worker
8. Construction worker
9. Exporter
10. Farm manager
11. General office clerk
12. Importer
13. Insurance clerk
14. Inventor
15. Medical record librarian
16. Merchandise manager
17. Medical laboratory technician
18. Medical X-ray technician
19. Office mechine operator
20. Office manager
21. Optician
22. Optometrist
23. Patternmaker
24. Payroll clerk
25. Plumber
26. Political scientist
27. Real estate salesman
28. Retail manager
29. Salesperson
30. Secretary
31. Sociologist
32. Stenographer
33. Tax attorney
34. Ticket agent
35. Timekeeper
36. Time-study man
37. Tool and die maker
38. Traffic clerk
39. Traffic manager

CAREERS IN ART

Industrial Designer	Usually 4 years or 5 years
Lithograph (Offset Printing)	4 or 5 years apprenticeship
Commercial Artists & Fashion Illustrator	2 or 3 Years for certificate 4 years for BFA
Interior Decorators & Designer	2 or 3 years for certificate 4 years for Ba Bachelor in Interior Design
Media Designer, Scenic, Radio & TV	2 or 3 years for certificate 4 years for Bachelor
Designer Tool & Machine	3 or 4 years of apprenticeship on job training, Junior Colleges Technical High Schools
Teaching	4 years for Bachelor of Fine Arts
Sign Painter	Painter
Medical Artist	Art Historian
Sculptor	Ceramic Artist
Curator Museum	Fabric Designer
Recreation Director	

CAREERS IN SCIENCE

OCCUPATIONS RELATED TO THE STUDY OF THE EARTH SCIENCES

1. Agricultural Chemist
2. Agricultural Engineer
3. Agronomist
4. Archaeologist
5. Astronomer
6. Cartographer
7. Conservationist
8. County Agricultural Agent
9. Dairy Farmer
10. Geographer
11. Geological engineer
12. Geologist
13. Geophysicist
14. Horticulturist
15. Mineralogist
16. Oceanographer
17. Paleontologist
18. Park Ranger
19. Petroleum Engineer
20. Seismologist

OCCUPATIONS RELATED TO THE STUDY OF LIFE SCIENCES

1. Anatomist
2. Anthropologist
3. Bacteriologist
4. Biochemist
5. Botanist
6. Chiropodist
7. Chiropracor
8. Curator
9. Dental Hygienist
10. Dentist
11. Dietitian
12. Entomologist
13. Florist
14. Food & Drug Inspector
15. Forest Ranger
16. Game Warden
17. Gardner
18. Geneticist
19. Horpetologist
20. Ichtyologist
21. Livestock breeder
22. Masseur
23. Medical Illustrator photographer
24. Medical Librarian
25. Medical research worker
26. Medical Secretary
27. Museum Worker
28. Naturalist
29. Nurse
30. Nurses' Aide
31. Nurseryman
32. Nutritionist
33. Occupational therapist
34. Orderly
Ornithologist
Osteopath
37. Pathologist
Pediatrician
39. Physical therapist
40. Physician
41. Poultry Farmer
42. Practical Nurse
43. Psychiatrist
44. Psychologist
45. Psychometrist
46. Surgeon
47. Tree Surgeon
48. Veterinarian
49. Vocational rehabilitation Counselor
50. Zoologist

A. OCCUPATIONS RELATED TO THE STUDY OF ONE OR MORE FOREIGN LANGUAGES

1. Airline stewardess
2. Dilingual stenographer
3. Book dealer
4. Buyer
5. Civil service worker
6. Commercial attaché
7. Consul
8. Customs Inspector
9. Diplomat
10. Exporter
11. Foreign collection Clerk
12. Foreign correspondent
13. Foreign Exchange clerk
14. Foreign government adviser
15. Foreign service worker
16. Hotel manager
17. Immigration inspector
18. Importer
19. Intelligence officer.
20. International publisher
21. Interpreter
22. Journalist
23. Government service worker
24. Lawyer
25. Librarian
26. Linguist
27. Missionary
28. Music librarian
29. Musician
30. Physician
31. Radio Announcer
32. Radio monitor
33. Receptionist
34. Researcher
35. Salesman
36. Secretary
37. Social Worker
38. Teacher
39. Trade Magazine publisher
40. Translator
41. Travel bureau supervisor
42. United Nations Workers

A) Clerk
B) Interpreter
C) Proofreader
D) Secretary
E) Summary Reporter
F) Translator
G) Verbatim Reporter

B. EMPLOYMENT OPPORTUNITIES IN WHICH KNOWLEDGE OF A FOREIGN LANGUAGE IS ESSENTIAL OR HELPFUL.

1. Armed Services
2. Business and industrial firms with an international market or connections.
3. Foreign governments and foreign business firms.
4. U. S. Government-Foreign Service.

CAREER CORNER

INTRODUCTION

A career corner for each discipline or cluster located in the classroom building is one of the best means for providing current career information to students. The location in each department is a way to enhance direct service to students.

PURPOSE

- allows for input from every faculty member and better insures the infusion of career awareness into classroom activities.
- the classroom teacher becomes the specialist for identifying, obtaining and disseminating information linking the world of work with the world of education.

BENEFITS

- increased communication between teachers and counselors
- a team approach to evaluate and choose career information
- automatic staff development of teachers who choose to participate
- a "package" which can become mobile for use in the individual classroom, the media center, or career fairs.
- a new approach or strategy for orientation of incoming students to the campus

PROCEDURE

How to set up a Career Corner, page 160

COMMENT

A symbiotic relationship between career corner and center is possible and desirable.

A career corner can be housed in the department's outer office and staffed by the secretary.

HOW TO SET UP A CAREER CORNER

INTRODUCTION

Students require specialized information that can be best given within the science areas. Career literature must be current, easily available and accurate.

PURPOSES

- to supply specialized (Science) information at the time student's interest has peaked
- to assist students to explore career possibilities within the Science areas.

FACILITIES

- rack containing pamphlets, handouts, etc.
- desk with drawers
- book-ends on desk within which are occupational outlooks, college catalogs and other heavy (weight) literature.
- list showing information available on rack
- career information catalog (alphabetical) containing papers and detailed reports on positions etc.

SOURCES OF INFORMATION

- associations representing professional and vocational careers, such as medical, dental, etc.
- industry
- governmental bureaus
- colleges and universities

MATERIALS, RESOURCES

- see above "Sources of Information"
- pamphlets
- directories
- college catalogs
- handouts and handbooks

STAFF

All science faulty, including the department secretary are involved. Mrs. Powell, Science Department Secretary, is the key person; directs the students to faculty, updates the "center" and does the necessary housekeeping so that materials are readily available to the students.

PUBLICITY

- brochure
- write up in newsletters, page 161.

MJC Science Career Corner

A proven means for providing students with career information in an academic area and helping to answer the perennial question "Do I want to pursue a career in _____?" is a career corner. And that is what Manatee Junior College's science department is developing for its students. J. Ross Young, department chairman, and his faculty with the assistance of Nina Powell, secretary, are assembling in the departmental office a collection of pertinent information on science-related careers.

The materials are being obtained from many sources. For example, government documents, such as "Career Education in the Environment" and "National Park Service Careers" are included. Also, professional organization journals and other materials, such as selected issues of the Journal of College Science Teaching have been selected. Other sources, such as Panhandle Educational Cooperative, are providing up-to-date career information as illustrated by its Florida VIEW System information on careers in science-related fields requiring two years or less of education/training.

Such a specialized career corner is a complement to the college's more general career center located in the student center. A more specialized departmental corner, such as the one in science, affords the academic teacher an opportunity to become a specialist in the identification, obtainment, and dissemination of information linking present and developing careers with subject matter. A career corner has applicability for nearly any level of education from middle school through university.

PROGRAM FOR DISADVANTAGED - PROJECT FUTURE UNLIMITED

INTRODUCTION

Manatee Junior College is engaged in an effort to make the college experience more available to persons in the community who have been designated "disadvantaged". According to the definition as conceived by the federal programs supporting this activity, "disadvantaged persons are those individuals who have academic, socio-economic, cultural or other handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services. The term includes persons whose needs for such program or services result from poverty, neglect, delinquency, or cultural or linquistic isolation from the community at large, but does not include physically handicapped persons, unless such persons also suffer from the handicaps described in this paragraph".

This project is part of the Public Services division of the Department of Technology.

PROGRAM GOALS

- formation of a nucleus of students from which the college might recruit in the future.
- development of a positive attitude toward the disadvantaged by MJC personnel.
- development of a positive attitude toward Manatee Junior College among the "disadvantaged".
- referral service for students in need of self-development, self-confidence essential to successfully meeting the challenge of career preparation and subsequent employment.
- experiences and contacts that tend to help the student improve his self-image.
- a network of tutors to insure survival of students.

PROGRAM ACTIONS

- working on a regular basis with individuals at the Behavior Modification Center, utilizing group dynamics techniques such as triadic interviews, roving reporters, and stories in the round.
- interviewing tenth and eleventh grade students to inform them of the role MJC would like to play in their plans for the future.
- providing small experiences in which the student can feel successful.
- arranging guided tours of facilities which students will be utilizing in career preparation.
- providing orientation for faculty to gain support.
- meeting with the Ebony Club, a campus organization whose membership is currently all Black to solicit tutors and provide tutorial assistance to students on a "buddy" system.

PRESS COVERAGE OF PROGRAM	Project Aids Minorities, page 164.
COMMENT	A program such as this is essential in the support system for the model.
FOR FUTURE INFORMATION	Contact: Mrs. Fredi Brown Coordinator Project Future Unlimited Manatee Junior College P. O. Box 1849 Bradenton, Florida 33506

MJC Program Now In Its Fourth Year

Project Future Unlimited

Aids Minorities

By JANET ANGUS
Herald-Tribune Reporter

Fredi Brown has a poster on the front of her desk with a picture of three owls and a record album. It reads, "The Wise Ones singing their latest hit, 'We're Gonna Make It At MJC' ". The record is on the "Employment Label."

This is the fourth year for "Project Future Unlimited" at Manatee Junior College (MJC) and the operation gains momentum every year.

As coordinator, Mrs. Brown is so concerned that people find out about "Project Future" that she spends four morning hours on campus and four afternoon hours recruiting prospective MJC students and dispensing information regarding offered courses.

"I go out door-to-door," says Mrs. Brown, "to recruit and advise students. We take information and applications to them and even provide limited transportation for errands, like returning forms."

"Most recruits so far have been mothers with one or more children. They have a lot of problems other than might prohibit them from continuing their education.

There are about 150 students on campus who have been through her office, but the staff is trying not to let the project lose its personal, one-to-one touch by growing too fast.

But the ultimate goal is to ensure that the students become independent of the office.

Two of the long-term goals of the project is to develop a positive attitude toward the disadvantaged by MJC and to develop a positive attitude toward MJC by the disadvantaged.

The program is not limited to blacks, although there are a large number enrolled, but also caters to the financially disadvantaged as well.

"When MJC first opened, blacks were not allowed to come to school here. This left a negative image in the community," Mrs. Brown explains.

"The people now have to be sold on the idea that they're welcome here. This is why we're here."

Recruiting is done from area high schools but Mrs. Brown spends much time out in the community because she says high school students have a little more access to information than those already out of school.

Work is also done on a regular basis at the Behavior Modification Center, utilizing group dynamics techniques.

A few hours each week is spent with these incorrigibles from the public school system to improve their self-concept. This also creates potential MJC recruits.

"Project Future Unlimited" makes a sincere effort to know the disadvantaged as a human being and really cares about what is happening to the individuals as they aspire to help.

filling out forms — child care, for example."

"We're trying to work with the whole person."

The project is for the disadvantaged, but Mrs. Brown says she doesn't like to use that term "because we don't want students to feel we're doing something for them."

The purpose of the program is to bring minorities to MJC so they can receive occupational and technical training. But even more than that, Mrs. Brown and her staff assist these students with personal problems that

A PROGRAM FOR CONTINUING EDUCATION AND COMMUNITY SERVICES

INTRODUCTION

The Department of Continuing Education and Community Services is an essential internal unit in the Support System of the model. It allows the total community of learners to participate in the programs and activities of the college.

PURPOSES

The programs are designed to

- upgrade present skills
- learn new skills
- explore new fields of study
- enhance the quality of living in the community
- explore new activities for personal growth and enjoyment

FORMAT OF PROGRAMS

The programs offered at on and off campus sites may be in the form of

- short courses
- seminars
- workshops

TITLES OF COURSES

- some of the courses relating to life career development, page 166

COMMENT

The center staff will be able to suggest the kinds of courses to meet needs of special community groups.

LISTING OF COURSES RELEVANT TO LIFE CAREER DEVELOPMENT

Audio-Visual Communications

Ancient Instrument Workshop

Animal Care, Small

Apartment Management

Biblical Seminar

Bird Life of Florida

Black History

Carving and Casting

Childbirth Education

Cinema Arts I

Citrus Seminar

College Community Choral Union

Comparative Religions

Computational Mathematics

Condominiums, Seminar

Consumer Information

Death and Dying, Seminar

Eating Your Way Around The World

Ecology and Man

Effective Listening

Effective Speaking

Florida Fossils

Florida History

Infant Care

Income Tax

Interior Design

Interpersonal Communication

Legal Secretaries, Workshop

Local Government - Spotlighing

Manager's Job

Managing The Small Business For Profit

Man's Quest For Personal Meaning: Through Religion and Literature

Marriage Today and Tomorrow

Medical Terminology

Money Management For Women

Nature Of The Feminine Experience

Next Twenty Years: Adventures in Life Styles

Nutrition

Parent-Child Relations

Philosophies By Which Men Live

Photography, Amateur

Retirement Education

Techniques for Tutors

Today's Topics in Personal and Family Health

Turf Management

Your Newspaper - What It Is - What It Does

THE COOPERATIVE EDUCATION PROGRAM

INTRODUCTION

Cooperative education is a career development concept which engages employers in an educational partnership with the college. Students enter this program as an integral part of their education, experiencing a blend of actual on-the-job work and related classroom study, giving them a complete picture of their chosen career.

As a support service to the total career development program, it assists students in their efforts, first to determine thier academic and career goals and later to achieve them.

PURPOSES

- extends the classroom
- combines theory and practice
- provides career exploration
- provides for career job placement

ADVANTAGES TO THE STUDENTS

- adds relevance to education
- develops maturity
- gives reality to learning
- combines earning with learning

ADVANTAGES TO EMPLOYER

- provides a ready made recruitment and training program
- frees high-salaried professionals from time consuming but essential tasks
- enables business and industry to participate in and influence higher education
- creates closer ties between the business world and the educational community

SERVICES PROVIDED TO STUDENTS

- current job listings
- experiential education
- employment in area of interest
- career planning and counseling
- career development seminars
- on-campus interviewing
- graduate placement

SERVICES TO EMPLOYER

- register of employment seekers
- on-campus interviewing
- brochures distribution
- pre-screening of applicant
- skilled graduates
- participation in seminars

COURSE OFFERING	See Cooperative Education Newsletter, page 173.
EXPANSION OF COOP	Some colleges are demonstrating the effectiveness of the methods from experience based career education models in expanding coop programs. Sample of plan for expansion of coop at MJC. (Page 172)
COOPERATIVE EDUCATION AS A MAJOR TREND	See article from U.S. News and World Report (Page 170)
FACTS ABOUT COOP.	Listing of facts about Coop. (Page 169)
LISTING OF REFERENCES	Bibliography for Cooperative Education, page 182

FACTS ABOUT COOPERATIVE EDUCATION

1. Cooperative Education has been in operation in the United States since 1906.

2. Cooperative Education Programs are now in existence in at least 1000 educational institutions around the country. These institutions are represented by public and community colleges, four-year colleges, and universitities.

3. An estimated 200,000 college students are now enrolled in Cooperative Education and gross an annual earnings calculated to be in excess of $6,000,000.

4. Federal funding for Cooperative Education amounted to 1.8 million in 1965. Today, that amount is now 10.8 million.

5. Because of Federal Funding, Cooperative Education has experienced a tremendous growth in the last two or three years. This rate of growth is expected to continue during the next few years due to anticipated Federal Funding expected to be in the area of some 20 million dollars.

6. Of the top 50 companies in the United States (as ranked in Fortune magazine's "Fortune 500"), 80 per cent are known to be Cooperative Education employers. The "Top 10" of this group all employ Co-Ops.

7. General Motors executives who are listed as having Co-Op students include the President, Executive Vice President, a Group Vice President, and the Vice Presidents and General Managers of at least six divisions.

8. Many corporations consider graduating Co-Ops at the Baccalaureate level as competitive candidates for employment to those receiving Master's degrees and possessing no work experience.

9. Cooperative Education has been proven to be a valuable tool in reducing the cost of recruiting and retaining qualified personnel for industry.

10. Firms with quality Cooperative Education Programs enjoy the added benefit of a "good on-campus image" through satisfied Co-Op students.

11. A recent University study on the achievement characteristics of students revealed that:

    A. Co-Op students in the study achieved a higher academic grade point average apparently as the direct motivation of related and relevant work experience.

    B. Co-Op students in the study had clearly distinguishable differences in personality traits (maturity, social adaptability, neatness, ability to organize and plan, etc.).

NOW A BOOM FOR "CO-OP ED"— HALF IN COLLEGE, HALF IN JOBS

Linking classroom work to "real life" jobs—it's a major trend in U.S. higher education, offering students an income plus a head start on careers.

More and more, the nation's colleges and employers are joining forces to give students a two-way education—alternating classroom study with jobs offering practical experience as well as cash.

Such "co-operative education," or "co-op ed" projects, seem on the way to becoming the wave of the future in U.S. higher education.

The idea first surfaced in 1906 at the University of Cincinnati. It had slow growth. By 1969, the number of participating colleges had reached only some 130. After that they mushroomed.

Today, such institutions number about 970—more than one third of the nation's colleges. Participating students, at present about 180,000, are expected to reach half a million within three years.

Thousands of private employers participate in this program, ranging from giants such as General Motors, which employ thousands of co-op ed students, to small companies, with only a few.

The Federal Government, with 7,500 students at 25 of its agencies, is the largest single co-op ed employer in the country. State and municipal governments also are major participants.

The concept. Generally, the program works as follows:

After a freshman year in the classroom, a student spends about half his time on campus studying and the other half working on the outside, generally with academic credit, in a job related as closely as possible to his major study.

Usually it takes five years instead of four to earn a college degree under this system—but its advocates maintain that this drawback is outweighed by these advantages:

- By combining classroom instruction with work on the outside, students discover new relevance in their education.
- Many are able to get head starts in their careers, by making contact with employers for whom they continue to work after graduation.
- Others find the work experience useful in deciding just what career to choose.

Not all students are attracted to the program. But those who are usually find it rewarding.

Kris Reese alternates between an auto plant near Detroit and business classes at Ferris State College.

Drexel University in Philadelphia has one of the country's largest co-op ed programs, involving 5,000 students—mostly in engineering and business, but also in home economics, science, the humanities and social sciences.

Says Theodore Miller, a 20-year-old sophomore who is majoring in business administration:

"Working on management programs at the Philadelphia Water Department under the co-op ed program, I learned things I could never have learned in school. Originally I thought of finance and accounting as a career alternative to management, but now I see I want to stick with management."

Joia Jefferson, 22, studying for a degree in the performing arts and communications at American University in Washington, D.C., worked at the Folger Theater as production assistant, and at a television network as an engineer. "Thanks to my Folger job," she says, "I discovered that I would rather do something creative, that gives a sense of daily accomplishment, than bring home a fat paycheck.

"I used to get sick from boredom in the classroom. But now, after the job experiences, I find myself going back to the books, and they make much more sense."

Still another example is 20-year-old Karen Parker, a sophomore majoring in biology at the University of Houston while also working as a biomedical researcher at the Johnson Space Center.

"From the work experience you gain a lot of maturity you couldn't get any other way," she says. "You learn to make your own decisions and work with people. And I was able to finance my college education with no debts."

On the average, co-op ed students earn $125 to $130 a week, or more than $3,000 a year in a 26-week period. This is an important aid in meeting the high and rising cost of college education in a tight economy—and helps many students become financially independent of their parents and free of debts.

Joia Jefferson combines performing-arts study at American University with TV work in Washington, D.C.

A step ahead. Immediately after graduation, co-op ed students usually earn from 10 to 15 per cent more on the job than do others. In many cases, too, the time spent working while still in college is counted for fringe benefit purposes.

To financially squeezed colleges, co-op ed means bet-

JOBS IN COLLEGE

[continued from preceding page]

ter utilization of physical facilities and considerable savings in building costs. With half the student body off the campus at any given time of the year, two students instead of one can be accommodated in each classroom seat and at each laboratory bench, and tuition receipts are increased.

Co-operative education has been found especially valuable in opening new opportunities for underprivileged minorities and women.

President Dewey Barich of the Detroit Institute of Technology says:

"Drawing upon the co-operative-education program is the most effective way of complying with equal-opportunity laws.

"Employers throughout the country have found that co-operative-education programs are the most valuable source of well-trained women—even in the most technical professions, including a wide variety of engineering disciplines."

Example: Cynthia Adams, black and an honors student majoring in electrical engineering, has held jobs with Ford and General Motors in such areas as computer programing, electrical work, and testing parts under pressure in the laboratory. She is now considering switching to biotic engineering.

"My tuition was already paid for by scholarship," she says. "But the co-op work is helpful in paying my rent and other expenses."

At some of the participating colleges, co-op ed is obligatory. At others it is elective or confined to one or more departments, such as engineering.

Co-operative education differs from the College Work-Study Program, in which about 700,000 needy college students earn money in campus jobs financed mainly with federal funds. These jobs are not necessarily related to the jobholder's major field of study, and are designed mainly to provide needed cash.

Strong backing. College officials and private employers who participate are enthusiastic about the co-op ed program.

Paul Pratt, dean of co-operative education at Northeastern University, where the program involves 8,000 students working for 2,300 employers and is the largest in the country, observed:

"We believe that after their freshman year our students can meet all their college expenses through earnings."

David Roberts, accounting major at Mississippi State, gets practical experience at an electronics company in Houston.

Bob Parker, chairman of the center for experimental education at Antioch College—a co-op ed pioneer among liberal-arts colleges—said that "almost 90 per cent of our applicants choose Antioch because of its work program."

Personnel Director Charles Yust of Sterling Electronics Corporation, a small company in Houston which sponsors four co-op ed students, noted:

"Kids who come out of school these days often have the mistaken idea that business is out to rob everybody. We're trying, through co-operative education, to show them what the free-enterprise system is really like."

Co-operative education has strong advocates in high places.

President Ford—father of four—has expressed personal interest in the concept and has appointed a task force of three Cabinet officers to come up with new suggestions in this field.

In the current fiscal year, the Federal Government is allocating 10.75 million dollars to the support of co-op ed in the fields of program administration, personnel training and research.

At congressional direction, the U.S. Office of Education is commissioning a $500,000 research project to evaluate the results of the increased federal support of co-operative education.

The National Commission for Co-operative Education in Boston has answered thousands of letters from parents and students asking for information on colleges offering co-op ed programs.

It is not, however, an unalloyed success story that co-operative education is compiling.

Some students tend to lose the momentum of studying after a long absence on the job. And some faculty members oppose the whole approach.

Says Executive Director Roy Wooldridge of the National Commission for Co-operative Education:

"Purists feel that the best education is obtained by isolating students for four years in a community of scholars. They object to the idea of a college student earning credits toward a degree by working on the outside, without faculty participation. It takes some doing to get such a faculty member to admit that he can't give a student everything, and that outside contacts are useful."

Other faculty members object to the extra load involved in teaching every course in relays to co-op ed students.

Broader base. While it is in the liberal-arts colleges that faculty resistance is most likely to be found, this has not prevented co-op ed from spreading rapidly in recent years—from business and engineering schools, where it originated, to an increasing number of liberal-arts colleges. These now constitute about one third of participating colleges.

The program is presently feeling the effects of the recession, which made it harder for all students, including many in co-op ed, to find jobs—especially in their fields of study.

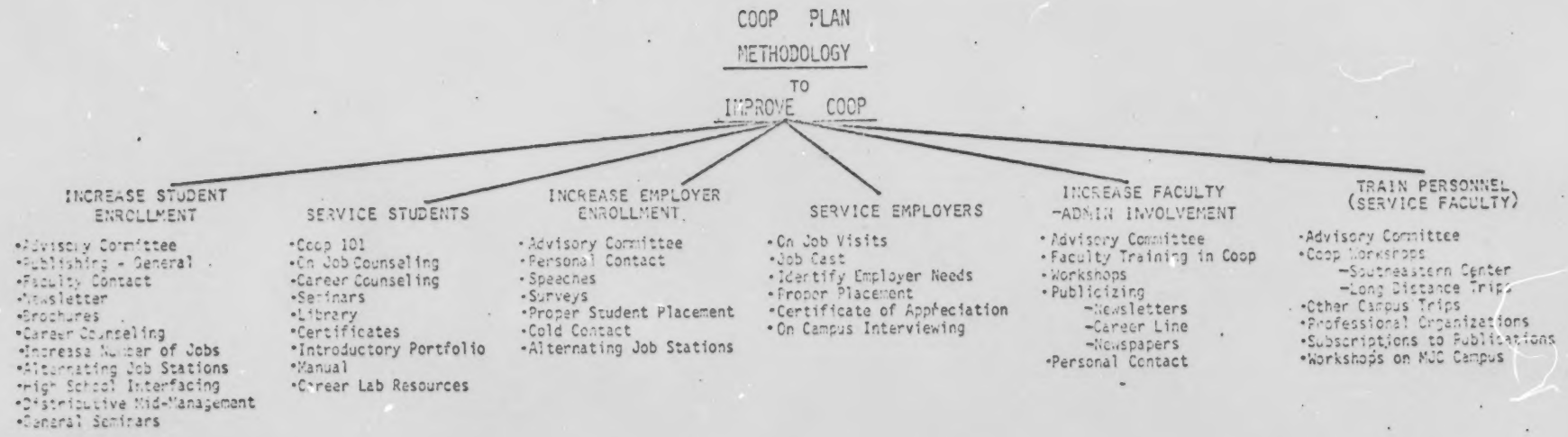
Says Sinclair Jeter, in charge of co-operative education at the U.S. Office of Education:

"The job shortage at a time of recession is especially hard on programs in their infancy. Most of the programs we are funding are in their second or third year—and we have a three-year funding limitation applying to any one institution. We are very concerned that many of these programs may fold."

One example:

General Motors—aside from the 3,000 co-op ed students at its General Motors Institute—is currently sponsoring only 500 co-op ed students from various colleges and universities—against the 700 to 800 which it sponsored in a typical prerecession year.

Despite temporary difficulties and some criticism, however, co-operative education appears to be facing a bright future as a means of helping America's young people find "relevance" in their studies and experiences in the careers they choose for themselves.



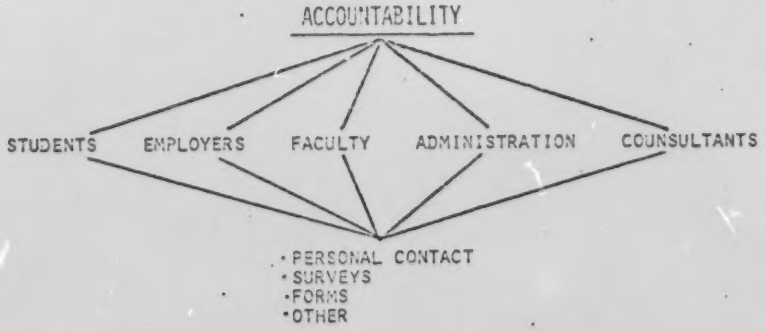


Exhibit I

MANATEE JUNIOR COLLEGE
COOPERATIVE EDUCATION

COOPERATIVE EDUCATION NEWSLETTER

DATE:

VOLUME:

ISSUE:

DEPARTMENT OF COOPERATIVE EDUCATION, MANATEE JUNIOR COLLEGE, BRADENTON, FLORIDA

WHAT IS COOPERATIVE EDUCATION ?

Cooperative Education is a MJC program within which students are employed for specific periods of off-campus work as a part of their academic program. This employment is related as closely as possible to the student's course of study and individual interest. Students in Occupational Programs have long taken Co-op courses as a natural way of reinforcing their career-oriented education. More and more students of all majors are now recognizing the value of adding this practical development for the working world to their educational package. The advantages to the student are numerous as he or she has much to gain by involvement in the practical applications of the theoretical course of study prior to graduation.

MJC's series of Cooperative Education courses enables you to earn 12 credits, 6 of which are applicable toward the University Parallel program as part of the General Electives required.

The course offerings are:

CO-OP 101: Introduction to Careers (1 credit) Weekly 1 hour class meetings.

Pre-requisites: None -- Open to everyone, working or not!

Study the spectrum of jobs in our society; acquire skills for seeking, obtaining, and holding the right job for you; gain insight into conditions, trends, and attitudes of our working world.

CO-OP WORK EXPERIENCE COURSES

CO-OP 102 (2 credits) * Your job is your "laboratory"

CO-OP 103 (3 credits)
CO-OP 201 (3 credits)
CO-OP 202 (3 credits) * Set-up and meet learning objectives on the job

Enables you to field-test the theories you are learning in the classroom while putting them to practical use.

Pre-requisites:
1) Be enrolled in (or have already completed) CO-OP 101
2) Complete at least one semester with at least a "C" average
3) Hold or be seeking a career-related job

Does this program sound like something that can help you this next term? If it does, please contact us in room 615, Technology Building or phone us at 755-1511 ext 332 to see how you can qualify for Cooperative Education. If you are seeking a job we can help you also. We maintain records of known job openings and systematically try to fill them with our applicants. We'll ge glad to help you in any way we can.

A SELECTED BIBLIOGRAPHY FOR YOUR CO-OP LIBRARY SHELF

compiled by

June P. Bobbitt, Assistant Director

Southeastern Center for Cooperative Education

Abbott, Angelo. Model Book for the Cooperative Education Program at Santa Fe Community College. Gainesville, FL 32601. $4.00

Good for new program starting in a two-year institution with a parallel plan.

Bender, Louis W.; Lucas, Aaron, D.; and Holsenbeck, Daniel C. Cooperative Education: Conception to Credibility. 1975. Division of Education Management Systems, College of Education, Florida State University. Tallahassee, Fla. $2.50.

General summary of cooperative education, some history, some operation, with references to many other sources.

Bolles, Richard Nelson. What Color is Your Parachute? A Practical Manual for Job-Hunters and Career Changers. Revised Edition. 1976. Ten Speed Press, Box 4310, Berkeley, CA 94704. Paperback is $4.95 per copy plus 25¢ per copy postage and handling (includes sales tax). Hardback is $7.95 per copy plus 50¢ per copy postage and handling (includes sales tax).

Good idea book for placement personnel or to those seeking their own careers or positions.

The Carnegie Commission on Higher Education. "Less Time, More Options--Education beyond the High School." New York: McGraw-Hill Book Co., 1971. Copies available from McGraw-Hill Book Company, Highstown, NJ 08520 for $1.95 each.

This is one of the publications which got many in higher education to give more thought to Cooperative Education in the early '70s.

Center for the Advancement of Cooperative Education. Institutional Assessment Instrument. 1976. Request copies from Marshall McGhee, Director, Room 311, Smith Hall, Wilberforce, OH 45384.

This instrument is used by the above Center for assessment and/or evaluation of programs taking part in their activities. Very good instrument.

Chapman, Edwood N. Work Experience Survival Kit. Pacific Palisades, Ca.: Goodyear Publishing Company, Inc., 1973. Paperback. $5.95.

Good textbook for use by students while on a Co-op training assignment.

Cooperative Education Association. A Directory of Cooperative Education: Its Philosophy and Operation in Participating Colleges in the United States and Canada. Philadelphia, Pa.: Drexel Univ., 1975. $7.00.

This lists most of the active Co-op Programs, who is heading the program, plus the coordinators of various areas, gives date the program started, phone numbers and addresses. This comes as part of a Cooperative Education Association membership, $7 to others.

Cooperative Education Association. Directory of Members. Philadelphia, Pa.: Drexel University, 1975.

Good source to know names of employer representatives, plus reps of Co-op institutions. Names, addresses, and phone numbers. Free with CEA membership.

Cooperative Education Association. Journal of Cooperative Education. Philadelphia, Pa.: Drexel Univ. $3.00 per year.

Subscription comes with CEA membership. Has been in existence since 1964 and covers most of the current thought on Co-op Education.

Cooperative Education Awards, 1970-1975. The Higher Education Act of 1965 (P.L. 89-329) as Amended, Title IV-D. Copies available from Director of Training and Facilities, Bureau of Postsecondary Education, U.S. Office of Education, Washington, DC 20202.

Covers all Federal Funding, Title IV-D, made to Co-op beginning in 1970. Very informative as to who is getting the money, broken down by states.

Cooperative Education Information Clearinghouse. Cooperative Education Research Center, Northeastern University, Boston, MA 02115, October, 1975. $2.00.

List compiled by James Wilson of nearly everything that has ever been written regarding Cooperative Education. Good source book in building a Co-op library. Lists cost of each item, papers and articles, many for less than $1.

Crystal, John C., and Bolles, Richard N. Where Do I Go from Here with My Life? 1974. The Seabury Press, 815 Second Avenue, New York, NY 10017. Paperback. $7.95.

Good on career planning. Use in conjunction with What Color Is Your Parachute?

"Documented Employer Benefits from Cooperative Education--The Report of a Study for Northeastern University." May, 1974. (Study conducted by Arthur D. Little, Inc.)

Federal Employment of Cooperative Education Students. Annual Report. Copies available from Manpower Sources Division, Bureau of Recruiting and Examining, U.S. Civil Service Commission, 1900 E Street, N.W., Washington, DC 20415.

This tells what Federal agencies are taking Co-op students, how many and from what institutions. Gives a good idea of where the action is in Federal agencies, broken down by disciplines.

Fretwell, Jack W., Jr. Seminar Leaders' Guide to Selling Cooperative Education. Boston: National Commission for Cooperative Education, 1975.

This guide was designed for use by Training Centers in presenting sales techniques to workshop participants. However, in the near future a manual will be published that will be designed to be used by coordinators and directors in cooperative education programs. In 1976-'77 funding some Training Centers will be injecting "Sales" segments in their workshops and participants should receive manuals referred to above. Keep in touch with Training Centers.

Grayson, Lawrence P. and Biedenback, Joseph M., eds. Proceedings 1976 College Industry Education Conference, January 14-16, 1976. American Society for Engineering Education, Suite 400, One DuPont Circle, Washington, DC. $12 ASEE members.

This has some good papers, and/or summaries of papers, on women and minorities, re Co-op.

A Guide to Operating an Off-campus College Work-Study Program. A joint publication by the National Association of Student Financial Aid Administrators and The Project for Service-Learning of the American Association of Community and Junior Colleges. May, 1975. One DuPont Circle, N.W., Suite 410, Washington, DC 20036.

This shows how CWSP funds may be used for Co-op.

Heerman, Barry. Cooperative Education in Community Colleges. San Francisco: Jossey-Bass Publishers, 615 Montgomery Street, San Francisco, CA 94111. 1973. $8.75.

Good book for any Co-op director or coordinator. While written by a two-year college faculty member it is good book for those with four-year institutions as well. Highly recommended for your Co-op library shelf. Makes a good companion book to Knowles Handbook of Cooperative Education.

Henderson, Algo, and Hall, Dorothy. Antioch College: Its Design for Liberal Education. New York: Harper and Brothers, 1946

Out of print but may be borrowed from many older Co-op programs or perhaps from Antioch College Library. Covers the establishment of the Co-op philosophy at Antioch in the days of Arthur Morgan, famous not only as President of Antioch but for his leadership in the early days of the TVA. Morgan died in late 1975.

Heyel, Carl. Dynamic Business-Conference Technique. Personnel Journal, Santa Monica, Ca., 1966. $9.50.

Good information on setting up successful conferences and workshops.

Hunt, Donald C., ed. 50 Views of Cooperative Education. 4th edition. Copies available from Midwest Center for Cooperative Education, University of Detroit, 4001 W. McNichols Road, Detroit, MI 48221.

50 views gives the thoughts of many persons on Cooperative Education, some perhaps conflicting, but a very good source for ideas on establishment and operation of a Co-op Program. The initial papers or presentations were made or given during workshops and institutes at the University of Detroit's Midwest Center for Cooperative Education.

Instructions for Submitting a Cooperative Education Program Application for a Grant. Washington, D.C.: Office of Education, U.S. Department of Health, Education, and Welfare.

New version out each year, but a necessary booklet for those writing a proposal for Title IV-D, Co-op funds via Federal Funding.

Johns, Harry G. "The Need for and How to Obtain Institutional Commitment to Cooperative Education." Paper presented to the Cooperative Education Workshop for Directors, Coordinators, Faculty, August 18-22, 1975, Dayton, Ohio. Copies available from Dr. Johns, Task Force Member, Central State University, Wilberforce, OH 45384.

Johns, Harry G. "Securing and Maintaining Institutional Commitment to Co-operative Education." Paper presented to the Cooperative Education Workshop, Presidents' Session, August 18, 1975, Dayton, Ohio. Copies available from Dr. Johns, Task Force Member, Central State University, Wilberforce, OH 45384.

Very little has been written on Institutional Commitment--this is a good paper.

Knowles, Asa S. and Associates. Handbook of Cooperative Education. San Francisco: Jossey-Bass, Inc., 1971. $12.50.

One of the major books written in early 1970s on Co-op. Some chapters especially good for those responsible for the administration of a Co-op Program. Makes a good companion book to Heerman's Cooperative Education in Community Colleges. Most of the chapters are by practitioners in field other than Knowles, who at the time the book was edited was President of Northeastern University.

Lucas, Aaron. Process Model for the Development of a Cooperative Education Program. Out of print, but copies are available from directors of Cooperative Education Programs established prior to 1975.

Good in covering step-by-step process of establishing a Co-op program.

Lupton, D. Keith, ed. The Student in Society. Totowa, N.J.: Littlefield, Adams & Co., 1969. Paperback. $4.95.

This book may be out of print by 1977-'78 school year, but since its publication has been used by many institutions as a text-book for their Cooperative Education students. Highly recommended as an idea book for producing credit while on off-campus assignments. Some 30-plus authors shared in the writing of the various chapters.

Miller, George H., McClung, Gene E., and Farkash, Joe. Academic Improvement Project for the Department of Distributive and Cooperative Education--Manatee Junior College. Tampa, Fla.: University of South Florida, 1969.

A good study on how a community desired to have a Co-op program in its community/junior college. Copies may still be available by loan from Manatee Junior College.

Park, Clyde W. Ambassador to Industry: The Idea and Life of Herman Schneider. Indianapolis: Bobbs-Merrill Co., 1943. $3.50.

Out of print but may be borrowed from some of the early Co-op programs, possibly from the University of Cincinnati Library. It is the story of Prof. Schneider's establishment of the first Co-op program in the U.S. at the University of Cincinnati in 1906.

"Report on Higher Education." (The Newman Report.) Washington, D.C.: U.S. Government Printing Office, 1971. Copies available from Superintendent of Documents, Washington, DC 20402. $.75.

Another of the publications of the early 1970s which made many think in terms of Cooperative Education and how it could serve the total field of education.

Ritterbush, Philip C., ed. Let the Entire Community Become Our University. Acropolis Books, Ltd., Colortone Building, 2400 17th St., N.W., Washington, DC 20009, 1972. Paperback. $3.95.

Seaverns, Charles F., Jr. A Manual for Coordinators of Cooperative Education. Boston, Mass.: Center for Cooperative Education, Northeastern University, May, 1974. $2.00

Very good as a manual for those establishing a Cooperative Education Program. Has sample forms, guide as to what to do.

Shelton, G. Kathryn, ed. Options for Learning: A Catalogue of Off-Campus Learning Opportunities in Kentucky. Copies available from Office for Experiental Education, University of Kentucky, October, 1974.

Southeastern Center Hnadbook for Cooperative Education. Tampa, Fla.: University of South Florida, 1975. $1.00.

This handbook has been compiled for use at Workshops conducted by the Southeastern Center for Cooperative Education, but it is a good reference source even without attending a Workshop. Includes sections on "Organization and Administration of Co-op Programs," "[illegible]ive Education Forms," "Research," "Training of Cooperati[illegible]cion Faculty," and "Evaluation."

Student Manpower Re[illegible]rces in Kentucky: College and University Programs for Work-Learni[illegible]n Kentucky. October, 1974. Copies available from Work-Study Development Project, Office of the Dean of Labor, Berea College, Berea, Ky.

Vance, Charles C. Boss Psychology: Help Your Boss Make You a Success. New York: McGraw-Hill Book Company, 1975. $8.95.

A good idea book for establishing a good Co-op staff--let your secretary read it.

Wilson, James W. Impact of Cooperative Education upon Personal Development and Growth of Values: Final Report to the Braitmeyer Foundation. Boston, Mass.: Northeastern University, 1974. $3.50.

Highly recommended for those establishing a Cooperative Education Program.

Wilson, James W.; Brown, Sylvia, J.; Bork, G. Ruth; and Black, Vikki H. Implementation of Cooperative Education Programs. Boston, Mass.: Northeastern University, 1975. $4.00.

Wilson, James W.; and Lyons, Edward H. Work-Study College Programs. New York: Harper and Brothers, 1961.

This was the first major study in the field of Cooperative Education. Good quotes in this from Ralph Tyler.

Workbooks for Cooperative Education Students. Write to Broward Community College, Fort Lauderdale, Florida, or Central Florida Community College, Ocala, Florida.

Abbott, Angelo V., Developing Tomorrow's Leaders, Sante Fe Community College, Gainesville.

The Carnegie Commission On Higher Education, Priorities For Action: Final Report Of The Carnegie Commission on Higher Education, McGraw-Hill Book Company, New York, 1973.

The Carnegie Commission On Higher Education, Toward A Learning Society, McGraw-Hill Book Company, New York, 1973.

Commission on Non-Traditional Study, Diversity By Design, Jossey-Bass, Inc., San Francisco, 1973.

Cross, K. Patricia, John R. Valley and Associates, Planning Non-Traditional Programs, Jossey-Bass, Inc., San Francisco, 1974.

Dressel, Paul L., and Mary Magdala Thompson, Independent Study, Jossey-Bass, Inc., San Francisco, 1973.

Gould, Samuel B., and K. Patricia Cross, (eds.) Exploration In Non-Traditional Study, Jossey-Bass, Inc., San Francisco, 1972.

Hesburgh, Theodore M., Paul A. Miller, and Clifton R. Wharton, Jr., Patterns For Lifelong Learning, Jossey-Bass, Inc., San Francisco, 1973.

Muraski, Ed J., Corner Your Career, D. & E. Publishing Company, Huntington Beach, 1973.

Swanson, Richard N., Guidelines For The Evaluation Of Cooperative Education Programs, Richard N. Swanson, Gainesville, 1974.

Trivett, David A., Goals For High Education: Definitions and Directions, American Association for Higher Education, Washington, D. C., 1973.

Woldridge, Roy L., Analysis of Student Employment In A Cooperative Education Program, Northeastern University, 1970.

THE COMMUNITY FIELD SERVICE VOLUNTEER PROGRAM

INTRODUCTION

This is a program designed to recruit, place, and evaluate students interested in working or serving as a volunteer in a community site. The positions are non-paying and are the basis for the awarding of college credit.

OUTCOMES FROM PROGRAM

The outcomes from field experience are

- exploring careers
- broadening horizons
- developing skills
- clarifying values/attitudes
- learning about work
- learning a new environment
- making professional contacts
- qualifying for a specific job

DETAILS OF CREDIT

In the program operated at Miami-Dade Community College credit is awarded for three courses of 3 credits each. The work requirement is 120 hours. The student pays full tuition for the course.

PROCEDURES

This program is similar to coop in that

- community sites are identified
- students are recruited and selected
- supervisor evaluates work experience
- requirements are fulfilled
- credit is awarded

FURTHER INFORMATION

Complete information including sources of funding is available from

ACTION

The National Student Volunteer Program
806 Connecticut Avenue, N.W., Room 1106
Washington, D. C. 20525

- information about the Miami Dade program is available from

Dr. Cecil Nichols
Coordinator of Field Placements
Department of Behavioral Studies
Miami-Dade Community College
North Campus
11380 N. W. 27th Avenue
Miami, FL 33167

SUGGESTED FORMS

Copies of forms used in program, page 182.

HUMAN SERVICE FIELD EXPERIENCE/DEPARTMENT OF BEHAVIORAL STUDIES
Miami-Dade Community College/North Campus/11380 NW 27 Ave/Miami

AGENCY NEEDS ASSESSMENT

Name of Program,
Unit, Project, etc.: Boys' Clubs of Miami, Inc.

Sponsoring Agency: United Way of Dade County

Program Location: 2117 Ponce de Leon Blvd.; Coral Gables, Fla. 33134

Mailing Address,
If Different: _____

Contact Person: Wayne Blanton Title: Executive Director

Telephone: 446 - 9910 Extension: _____

Nature of Program: Athletics, Leisure Recreation, Arts & Crafts,
Tutoring & Reading, Special Events, Summer Day Camp.

Target Population: 5,000

Please complete and attach one Student Job Description for each type of worker needed. For instance, if you operate a day care center and need workers to supervise playground activities and help with a hot lunch program you probably need only one job description. If you operate a Mental Health Center and need workers to provide transportation for clients and workers to co-lead therapy groups, you will need separate job descriptions for each job.

Attach brochures, reports, or written comments you feel would help us understand your program and identify your staffing needs. Return the forms to:

Coordinator/Field Placements
Department of Behavioral Studies
Miami-Dade Community College
11380 N.W. 27 Avenue
Miami, Florida 33167

For more information, call the Coordinator at 685-4215.

HUMAN SERVICE FIELD EXPERIENCE/DEPARTMENT OF BEHAVIORAL STUDIES
Miami-Dade Community College/North Campus/11380 NW 27 Ave/Miami

STUDENT JOB DESCRIPTION

Program: Boys' Club Activities Job Title: Numerous

Job Duties: Supervision in Recreational Activities

Coaching

What skills should the worker have to do this job? Background in athletics; able to handle children.

What special knowledge should the worker have to do this job? Background in athletics

How many workers do you need? 10 How soon? as soon as possible

What training do you provide? On the job training

Is the training required? Yes

What kind of supervision do you provide? Full time staff

Who is responsible for evaluating student workers in this job? Unit Directors at each of the three (3) Clubs. Southwest, Northwest, & Central

Use this chart to indicate when you need workers.

	Mornings	Afternoons	Evenings
Weekdays	-	Yes	Yes
Saturday	-	-	-
Sunday	-	-	-

Do you require a minimum commitment in weeks or months? Approximately 15 Hours a week

What can a worker learn to do from this job? Handle children; instructing and coaching in athletics.

What new knowledge can a worker gain from this job? a better understanding of rules in different sports, and of the boys he is coach

What attitudes are likely to result from doing this work? a better attitude towards the understanding of minority groups.

What else do you think we should know? We want boys who are sincerely interested in working with boys from the lower economic areas of Miami and who have an interest in athletics and recreation.

M E M O R A N D U M

TO: Students Interested in Volunteer Programs

FROM: Department of Behavioral Studies
Miami-Dade Community College, North Campus

MEETING COURSE REQUIREMENTS

Course requirements for EDU 280 and SOW 270 consist almost entirely of the 120 hours of volunteer work you have agreed to perform. We do need to have some information about you, your goals, and how well you perform on the job in order to give youcredit. All of the forms that are part of meeting the course requirements are to be returned promptly to the Coordinator of Field Placements, Department of Behavioral Studies, Miami-Dade Community College, North Campus, 11380 N. W. 27 Avenue, Miami, FL 33167 when completed. As a student it is your responsibility to see to it that the College receives all of the materials that apply to you. No one will call to remind you, and credit will not be awarded until all of the steps have been completed.

AT THE BEGINNING OF YOUR WORK complete and return these forms:

1. APPLICATION FOR FIELD PLACEMENT: This form should be completed by persons who are just beginning their volunteer work. It gives us some idea of what you hope to gain from the field placement and helps us determine if you have met your goals when you are finished.

2. APPLICATION FOR CREDIT FOR A NONSPONSORED EXPERIENCE: TO BE FILLED OUT BY PERSONS WHO HAVE ALREADY COMPLETED ALL OR MOST OF THEIR HOURS. IF THIS DOES NOT APPLY TO YOU, DISCARD THIS FORM FROM THE PACKET. This form helps us determine whether your volunteer job is something we can give college credit for. If you did your work through the School Volunteer Program it is very likely to be creditable. You may use this form to describe any volunteer experience for which you would like to receive credit.

3. FIELD PLACEMENT AGREEMENT: This is a job description form which is to be filled out by you, not your supervisor. Have the supervisor sign it, sign it yourself, then send it to the Coordinator of Field Placements at the College.

These are the forms we at the College must have when you begin your field work. Go ahead and complete your hours, and be sure to sign in and out on the log form provided at the school.

WHEN YOU HAVE FINISHED 120 HOURS OF SERVICE complete the following evaluation procedures:

1. PLACEMENT SUPERVISOR'S EVALUATION: This is to be completed by the person who was your most direct supervisor, usually a classroom teacher. If there was more than one, they may do it as a team or one person may do it in place of the team. Make sure your supervisor sees your log to varify your hours, and that he/she signs the evaluation form before it is returned to the Coordinator of Field Placements at the College.

2. FIELD EXPERIENCE LEARNING INVENTORY: This form is to be filled out in detail by you, and does not have to be signed by your supervisor. It asks you to think about the field work and relate it to your own educational and career goals. This form should also be returned promptly to the Coordinator of Field Placements at the College.

3. FIELD PLACEMENT ATTENDANCE LOG: This form is to be completed by the person who was your most direct supervisor.

Your grade will be based on the quality of these three forms, so be careful and thoughtful in answering the questions on the Learning Inventory.

Return these forms to the Coordinator as soon as you can after you complete 120 hours. Your credit will be awarded and your grade recorded at the end of the term when you finish your hours. If you finish during the term in which you signed up, you will receive a grade report. If you don't, you will receive a Grade of "I" for Incomplete. When your evaluation materials come in (however long that takes) we will change your grade to a regular letter grade. You will not receive a second grade report; but the change will be made on your permanent record at the College. You may then request a copy of your transcript through the Records Office at the North Campus.

For more information, or to sign up for an advanced field placement, call the Coordinator at the College at 685-4215. Have a good time!

MIAMI-DADE COMMUNITY COLLEGE

Department of Behavioral Studies

EDUCATIONAL SERVICE FIELD WORK/HUMAN SERVICE FIELD EXPERIENCE

APPLICATION FOR FIELD PLACEMENT

If you are already involved in or have completed an experience for which you would like to receive credit, complete an "Application for Credit for Non-Sponsored Experience."

Student Name:_____ Number_____

Date of Application:_____ Term to Start Placement:_____

Address:_____ Zip:_____ Phone:_____

Age:_____ Sex:_____ Major:_____

How much longer do you expect to be at Miami-Dade? _____

How many semester credit hours will you be carrying, not including this course, when you begin your field placement?_____

What human service work have you done, as a paid employee or a volunteer?_____

_____

What special skills or interests do you have?_____

What skills would you like to develop or learn during the field experience?

_____

What new knowledge would you like to gain from the experience?_____

_____

The following are some of the values that have been associated with field experiences. Rank them in order of their importance to you. You may add to the list, or leave some out.

Career Exploration _____
Broadening Horizons _____
Developing Skills _____
Developing Knowledge_____
Clarifying Values and Attitudes _____

Learning About Work _____
Learning a new Environment _____
Making Professional Contacts_____
Qualifying for a Specific Job_____
_____
_____

Do you have clearly defined educational objectives? (Why are you going to college?) _____

Do you have clearly defined career goals? What are they? _____

_____

_____

Indicate any of the following service/learning areas which interest you or about which you are curious.

Children	_____	Health Care	_____	Legislative Aide	_____
Day Care	_____	Mental Health	_____	Arts and Crafts	_____
Teenagers	_____	Retardation	_____	Local Government	_____
Juvenile Offenders	_____	Disabled	_____	Legal Aid	_____
Aged (well)	_____	Drug Rehabilitation	_____	Education (adults)	_____
Aged (sick)	_____	Adult Offenders	_____	Education (children)	_____
Adults	_____	Crisis Intervention	_____		

Have you ever completed a field experience at Miami-Dade _____ for credit? _____

What languages do you speak _____ Write? _____

STUDENT FIELD PLACEMENT AGREEMENT

I understand that I am enrolling in _____ as part of my academic program, and will receive _____ credits upon successful completion of _____ hours of service. In order to receive credit, I will see that the following _____ steps are accomplished:

1. Registration for Credit
2. Application for Field Placement of Application for for Credit for a Non-Sponsored Experience
3. Field Placement Agreement
4. Supervisor's Evaluation
5. Field Experience Learning Inventory
6. the log.

I agree to abide by the conditions described in the Field Placement Agreement, and recognize that the success of the field experience will be linked to my reliability and effectiveness as a temporary member of the organization's staff. The Coordinator of Field Placements will assume that the field experience is not complete until the above steps have been initiated and completed by me. My grade will be determined by the Supervisor's Evaluation, the Field Experience Learning Inventory and the log reflecting the 120 hours.

Date: _____ Signature: _____

* *

DO NOT WRITE BEYOND THIS POINT

Assigned to: _____ Sequence Number _____

Date: _____ By _____
Coordinator/Field Placements

HUMAN SERVICE FIELD EXPERIENCE/EDUCATIONAL SERVICE FIELD WORK

APPLICATION FOR CREDIT FOR NON-SPONSORED EXPERIENCE

Read the entire application, then answer the questions carefully.

Student name: _____ Number: _____

Date of application: _____ Term: _____

Credit desired: SOW 270 Human Service Field Experience 1 _____

SOW 271 Human Service Field Experience 2 _____

EDU 280 Educational Service Field Work _____

TOTAL CREDITS DESIRED _____

Description of the Learning Experience.

Program: _____

Sponsoring agency: _____

Address: _____ Phone: _____

Supervisor: _____ Title: _____

Job description: _____

_____

_____

_____

Length of experience: _____ to _____

Total number of hours, or an accurate estimate: _____

Compensation: _____ Paid _____ Unpaid _____

If your experience was not sponsored by an organization. . .

Describe the experience: _____

_____

_____

_____

_____

If you worked with an individual, name that person.

_____

Address:_____Phone_____

Is there someone who knows what you did and can verify and evaluate your work? Who?

_____

Address: _____Phone_____

If there is documentation of your experience, please attach. Documentation may be written reports, letters of reference, certificates of merit or completion, etc.

Do you feel your experience would be evaluated more effectively on the basis of its scope and quality, rather than by hours of service? Tell why you think so.

_____

_____

What did you learn to <u>do</u> that you could not do before this experience?

_____

_____

What new knowledge did you gain? _____

_____

What feelings, attitudes or beliefs did you develop from this experience?

_____

_____

What else should we know about your experience in order to decide whether to award credit?

_____

_____

_____

****

DO NOT WRITE BEYOND THIS POINT

Accepted for verification and evaluation _____

Not accepted for verification and evaluation _____ Date: _____

Reasons_____

By _____

Miami-Dade Community College, North Campus
11380 N. W. 27 Avenue, Miami, FL
33167
EDUCATIONAL SERVICE FIELD WORK/DEPARTMENT OF BEHAVIORAL STUDIES

FIELD PLACEMENT AGREEMENT

Student's Name: _____

Agency _____

Address _____

Supervisor _____

_____
Title or Position

Student's duties and responsibilities _____

_____

_____

_____

_____

Working arrangements and conditions: _____

_____

_____

Estimated length of placement _____ to _____

Total number of hours _____

Signed _____ _____
Student

_____
School Supervisor

_____
Coordinator/Field Placements

_____
Date

kw

EDUCATIONAL SERVICE FIELD WORK/DEPARTMENT OF BEHAVIORAL STUDIES
11380 N. W. 27 Avenue
Miami, FL 33167

Coordinator/Field Placements 685-4215

PLACEMENT SUPERVISOR'S EVALUATION

This evaluation is due by _____

Student Name _____ Number _____

Course Number _____ Sequence Number _____ Term _____

Placement Agency _____

Address _____ Telephone _____

Primary Supervisor _____ Title _____

How many hours did the student complete? _____

RATING SCALE

4. Performs at or near the highest level
3. Performs at above average level
2. Performs at an average level
1. Performs at a below average level
0. Does not apply to this student or his duties

PERSONAL ASPECTS	4	3	2	1	0
1. Emotional Maturity					
2. Responsibility and Reliability					
3. Resourcefulness					
4. Flexibility					
5. Cooperation					
6. Attitude					
JOB PERFORMANCE					
1. Fulfills time requirements					
2. Adheres to agreed upon schedule					
3. Organizes and utilizes available time effectively					
4. Functions within limits and regulations of the agency					
5. Accepts and responds to training and orientation					
6. Accepts and responds to supervision and criticism					
7. Assumes responsibility for assigned duties					
8. Works effectively without supervision when required					
9. Relates effectively to clients or client group					
10. Relates effectively to agency staff					
11. Assumes initiative when appropriate					
12. Responds effectively to the unexpected or emergencies					
13. Utilizes personal skills and incorporates agency methods into work performance effectively					
14. Behavior is consistent and appropriate to circumstances					

CONTINUES ON BACK OF PAGE 214

Would you accept this student under similar circumstances again?

Did this student enhance your agency's program?

Please make any comments about the student or his performance which you think would be helpful in awarding a grade.

Date_____

Supervisor _____
Signature

Title _____

Student _____
Signature

Return to:

Coordinator/Field Placements
Department of Behavioral Studies
Room 2256
Miami-Dade Community College
11380 N.W. 27 Avenue
Miami, Florida 33167

Student name: _____ Student Number: _____

FIELD EXPERIENCE LEARNING INVENTORY

for

Human Service Field Experience and Educational Service Field Work

In order to receive credit at the end of your field experience, you must complete this learning inventory and return it, along with your site supervisor's evaluation of your work, to the Field Placement Coordinator in the Department of Behavioral Studies. Be sure to allow ample time at the end of the term to meet with the Coordinator, and be prepared to discuss the inventory questions. It is your responsibility to set up the assessment appointment.

1. Why were you able to accomplish some of your learning goals so effectively?

2. Why do you feel you failed to accomplish some goals adequately?

3. List any unanticipated learning that you obtained from the field experience.

4. What important recommendations would you have for the Coordinator to pass along to future students concerning the same experience?

5. Can you recall any significant positive or negative experiences that helped you learn something important?

6. Did you learn any knowledge, skills or attitudes in your field experience that caused you to want to modify your educational plans? In what ways?

7. What new learning objectives have you set for yourself as a result of your field experience?

8. Did the field experience suggest to you future kinds of employment you would like to try.

9. Do you intend to approach any future work experience with different expectations?

10. Are there specific academic courses you now want to take as a follow-up to your field experience? Explain why.

kw

HUMAN SERVICE FIELD EXPERIENCE/EDUCATIONAL SERVICE FIELD WORK
Department of Behavioral Studies/Miami-Dade Community College

FIELD PLACEMENT ATTENDANCE LOG

Student Name:_____ Number:_____

Placement Agency:_____

Agency Supervisor:_____ Telephone:_____

Field Placement Course Number:_____ Sequence Number:_____

Date Placement Began:_____ Ended:_____ Term Enrolled:_____

DATE	TIME IN	TIME OUT	TOTAL HOURS	DATE	TIME IN	TIME OUT	TOTAL HOURS

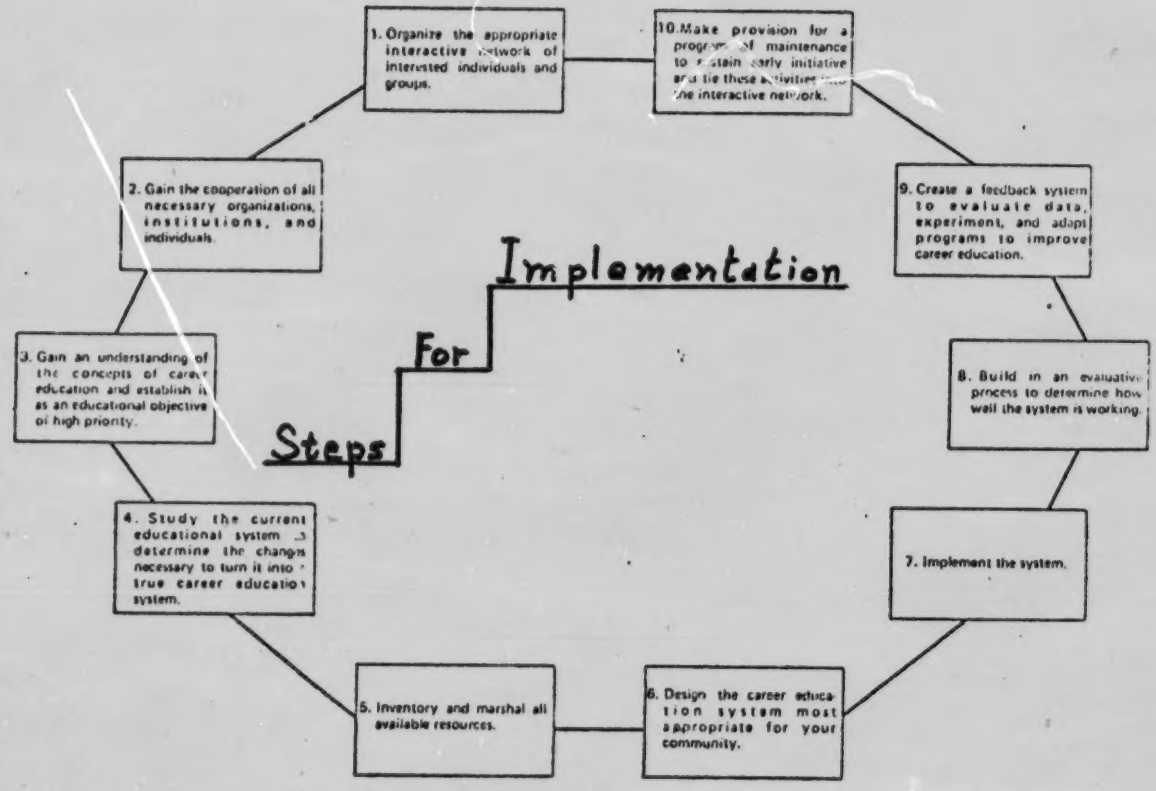
TOTAL HOURS _____

_____
Supervisor's Signature

Attach additional sheet if needed.

STEPS FOR IMPLEMENTATION

PART II


Steps For Implementation
1. Organize the appropriate interactive network of interested individuals and groups.
2. Gain the cooperation of all necessary organizations, institutions, and individuals.
3. Gain an understanding of the concepts of career education and establish it as an educational objective of high priority.
4. Study the current educational system to determine the changes necessary to turn it into a true career education system.
5. Inventory and marshal all available resources.
6. Design the career education system most appropriate for your community.
7. Implement the system.
8. Build in an evaluative process to determine how well the system is working.
9. Create a feedback system to evaluate data, experiment, and adapt programs to improve career education.
10. Make provision for a program of maintenance to sustain early initiative and tie these activities into the interactive network.

STEPS FOR IMPLEMENTATION

OVERVIEW

INTRODUCTION

The steps for implementation of the model designed to integrate the concept of career education into a community college setting are the ten action steps identified by Hoyt in Career Education, What It Is and How to Do It. (Page 176)

USE

The ten steps are carried out in four phases. They are the processes to be followed and become the basis for the process evaluation.

PRESENTATION

Phase 1

1. Organize the appropriate interactive network of interested individuals and groups.
2. Gain an understanding of the concepts of career education and establish appropriate educational objectives.

Phase II

3. Study the current educational system to determine the changes necessary to turn it into a true career education system.
4. Inventory and marshal all available resources.
5. Begin planning the career education system most appropriate for your community.

Phase III

6. Seek the cooperation of all necessary organizations, institutions, and individuals.
7. Implement the system.
8. Put the evaluative process in operation to determine how well the system is working.

Phase IV

9. Create a feedback system to use evaluation findings to adapt and improve career education programs.
10. Make provision for a program of maintenance to sustain the vital parts of the system and the initiative, and tie these activities into the interactive network.

STEP I - ORGANIZE A NETWORK OF INTERESTED INDIVIDUALS

INTRODUCTION

The career education task force is the network of interested individuals organized into a support system for implementation of the model. It is the action group which will plan, develop, and evaluate all provisions for the components of the model.

DESCRIPTION

The task force is composed of a chairperson and members representing each discipline or major department of the college. The members are assigned to sub-groups according to special areas of interest.

PROCEDURE FOR FORMING TASK FORCE

The chairperson and all members of the task force should be chosen by the executive committee with the approval of the chief college administrator.

CRITERIA FOR SELECTION

The faculty members serving on the task force should meet these criteria

- proven ability to get things done
- favorable relationship with members of department
- expressed interest in change
- ability to work as member of team

ACTIVITIES OF TASK FORCE

- receive and review reports from sub-groups
- approve or revise suggested strategies
- recommend actions to executive committee
- carry out assigned tasks

SUGGESTED SUB-GROUPS

- career development
- curriculum
- learning center
- community and articulation
- special needs
- research and follow-up
- placement and cooperative education
- staff development

ACTIVITIES OF TASK FORCE SUB-GROUPS

- assess needs
- suggest provisions to meet needs
- prepare report to chairperson
- carry out assigned tasks

SUB-GROUP FOR CAREER DEVELOPMENT

INTRODUCTION

The career development sub-group will be concerned with the elements of self-awareness and career awareness and with methods for assessment and enhancement of career development.

AREAS FOR EXPLORATION

- methods for assessment and development
- new ways to provide current career information
- development of decision making skills
- personal goal setting techniques

EXAMPLE OF SUB-GROUP REPORT

This sub-group sees as its first task (as we were taught to do when applying good managerial skills in problem-solving), to identify the problem.

The problem: To derive ways of providing:

1. career exploration materials and information;
2. assistance in decision making as to:
   a. programs of study
   b. personal goal setting.

The Solution:

Step 1. Examine the present status of facilities of MJC, courses/curriculum, advertising, orientation, and advising/counseling, as they relate to student attainment of decision-making and goal-setting skills.

Step 2. Conduct a student needs survey - what does the student want and see as his needs in decision-making and goal-setting?

Step 3. Brainstorm possible ways of providing needed career development material and information, so that when we bring results of Steps 1 & 2 together, we can then apply our own decision-making, goal-setting skills to the identified problem.

COMMENT

Include members of student development staff, occupational education and major departments to insure a comprehensive approach.

SUB-GROUP ON LEARNING CENTER

INTRODUCTION

This sub-group concerns itself with planning for the resource center as it moves from the primary goal of remediation to that of time variable education with many avenues for acceleration through independent study and individualized instruction.

SUGGESTED AREAS FOR EXPLORATION

- needs of each department for expansion of services
- identification of new materials and equipment
- input from students

EXAMPLE OF REPORT FROM SUB-GROUP

Learning Center Sub-Committee of the Career Education Task Force

At its first meeting the following items were discussed as the basis for the group's endeavors during the coming academic year:

1. The need to develop long-range plans for the MJC Learning Center.

   a. Centralized - perhaps associated with the present Audiovisual Department in the new Library/Learning Resources Center.

   b. De-Centralized - those set up within the departments served by the center.

   c. Examine the benefits to each department and faculty of a centralized Learning Center in terms of services, equipment, extended hours, etc.

2. A canvass will be made of each department to identify needs that might be solved in the Learning Center.

   a. Auxiliary services

   b. Support to the regular academic program

   c. Extended experiences for bright students

3. The sub-committee will study and review existing labs on the campus in terms of a revision of the administrative structure of these labs.

SUB-GROUP ON COMMUNITY AND ARTICULATION

INTRODUCTION

This group will define and articulate all activities for the public served by the community college.

AREAS OF EXPLORATION

- community needs
- communication system
- barriers to articulation
- faculty concerns

EXAMPLE OF REPORT

Notes of MJC Career Task Force - Subgroup on Community and Articulation

The sub-group on Community and Articulation of the MJC Career Education Task Force met at 1:00 p.m., Wednesday, October 20, 1976 in the Science Department Office.

Present for the meeting:

Discussion surfaced the following suggestions:

1. To quickly implement needed workable suggestions.
2. The 1976-77 work of this committee was examined and noted that from a list of twenty (20) vital community needs three were extracted, vital services, consumerism, and health problems. During this meeting, consumerism was decided as our (community need) target.
3. It was noted a vital need that can be classed within consumerism is the creative use of leisure time, the available activities at minimal costs.
4. A speakers bureau may be organized to supply information by invitation to the numerous organizations within the community.
5. Well worked up current materials are available from Florida State University.
6. The task force committee to initiate a proposal for funding.

SUB-GROUP FOR SPECIAL NEEDS

INTRODUCTION

The sub-group will concern itself with providing for students who have special needs such as physical handicaps, economically and academically disadvantaged.

AREAS FOR EXPLORATION

- access ability of buildings and facilities
- supplemental reading material for blind students
- need for special support services
- followup data on success of programs in operation

EXAMPLE OF REPORT FROM SUB-GROUP

At this meeting we spent some time acquainting ourselves with the definitions of "Special Needs" in accordance with material supplied us by Dr. Dale Melton. A synopsis of these definitions is attached hereto.

We also discussed some specific area in which the college could begin to meet the special needs of students by exploring:

1. All campus facilities which present obstacles to physically handicapped students and recommending remedies to such situations.

2. The possibility of using the services of Fred Comer to administer the Nelson Denny Reading Test to a larger segment of the student population, thereby affording, in addition to entrance exam scores, still another vehicle for identification of academic handicaps.

3. The possibilities of expanding the opportunities, such as those offered in Psychology 110, for students to participate in activities which develop strong interpersonal relationships.

4. The feasibility of storing on video tape in the A-V Department some of the role-playing episodes presented in the career psychology course.

5. The possibility of acquiring, perhaps through a Federal grant, an audiometer and a telebinocular machine to help identify students who have hearing or sight impairment.

6. Further development of the functions of the Learning Center to assist students who experience academic handicaps.

7. Special Counseling Programs

We welcome suggestions for additional endeavors in this important area.

SUB-GROUP FOR PLACEMENT AND COOPERATIVE EDUCATION

INTRODUCTION

The sub-group for placement services and cooperative education will plan for expansion of program providing for work experience and community service.

PURPOSE

This group serves as liaison between

- career development
- curriculum
- community

AREAS FOR EXPLORATION

- recommendations from the career cluster advisory council
- means for employability skills development
- involvement of faculty in cooperative education program
- coordination of all placement activities

COMMENT

This sub-group needs members from occupational and A.A. degree programs as well as staff from the center.

SUB-GROUP FOR STAFF DEVELOPMENT

INTRODUCTION

The sub-group for staff development will design the staff development program for the college.

AREAS OF EXPLORATION

- recommendations from other sub-groups
- concerns and needs from total faculty
- programs available from professional organizations

EXAMPLE OF REPORT TO TASK FORCE

Notes of MJC Career Task Force - Sub-Group on Staff Development - September 27, 1976

The sub-group on Staff Development of the MJC Career Education Task Force met at 1:30 p.m., Monday, September 27, 1976, in the Learning Center Office.

- The following random ideas were suggested:

1. A concentrated seminar put on for a minimum of 10 people for 6 days by the Center for Personalized Instruction from George-Town University, Washington, D. C. It essentially is the "Keller Plan" for Instruction by the Mastery System. It is rather costly (approximately $200 per person) and would extend 6 days. The participant writes a schematic outline of a course he intends to teach and works daily from 8:00 a.m. to 5:00 p.m.

2. An intensified in-service training experience for the faculty by a member from the Center for Personalized Instruction (and see if seminar might result therefrom).

3. MJC act in consort with St. Petersburg Junior College or Hillsborough Community College to organize and share expenses of the concentrated seminar.

4. In-service faculty meeting to explore the "purposes for education," e.g., by the study of Shakespeare or the Einstein theory how does one enrich.

5. Survey the faculty to determine what Staff Development experiences they perceive themselves to need.

6. Faculty meetings of Staff Development nature:

   a. maybe by 2-3 departments at one time;
   b. possible topics: "Self Instructional Material", "Time Management", "Self-Assessment", etc.

7. Expand the sub-group to include:

   a. one energetic career employee, and
   b. one additional creative person from the faculty.

STEP II

STEP II HOW TO GAIN AN UNDERSTANDING OF THE CONCEPTS OF CAREER EDUCATION AND ESTABLISH APPROPRIATE EDUCATIONAL OBJECTIVES

INTRODUCTION

After the formation of a network of individuals interested in institutional change (via career education task force plan of Step I) it is necessary to gain an understanding of what career education is and set long and short term goals. This must be done with the task force and then with the total faculty.

PURPOSE

The purpose of step two is to gain total commitment to the need for change and for the use of the concept of career education as a vehicle for planning change.

SUGGESTED PROCEDURES

- choose materials to be presented for reading and discussion (see list)
- develop guidelines for orientation
- schedule presentation to total group
- arrange small group presentation by interest areas
- list recommendations from task force subgroups as tentative plan
- survey faculty to gain input for total group indorsement of the plan
- select objectives to be met
- assign tasks

RESOURCES

- suggested bibliography (page 207)
- suggested outline for orientation (page 213)

PLAN FOR SUPPLEMENTARY BIBLIOGRAPHY

- request librarian to initiate a plan for continuous research of the literature
- design a system for informing faculty about the bibliographic supplements
- organize these references according to subject areas
- arrange for dissemination of the readings when requested Sample (page 217)

COMMENT

- the use of a consultant well known and respected by the faculty to present an overview of the concept of career education in a community college setting is recommended
- make available copies of articles to all faculty members not just to department chairpersons.

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AGENDA FOR ORIENTATION SESSIONS

	Topic	Materials
I.	Introduction	
	Identification of need to change Faculty perception of need	Use "Testing Your CQ", page 221 Opinionnaire, page 222
II.	What is Career Education? Definition of Elements	Refer to manual page 4.
III.	Theoretical basis	Refer to chapter 2, Counseling for Career Development by E. L. Tolbert (Houghton-Mifflin Co., Boston)
IV.	The K-12 picture	Contact state coordinator for reports, state plans, position papers
V.	Plan for Implementation	1. Model 2. Tentative plan for career education task force
VI.	Local Needs	- Data from followup of former students - Data from other needs analysis
VII.	Local Career/Employment Outlook	Resources from - Department of Commerce - U. S. Department of Labor - Local State Employment Service
VIII.	Career Resources (Materials)	- site visit to present career lab or center - display by commercial publishers
IX.	Career Resources Agencies-community	Catalogue of community resources Presentations by representatives
X.	New Methods for Assessment	Workshop for orientation Assessment of faculty
XI.	New Techniques for organizing and disseminating career information	- Career cluster concept - Experience-based career education - Computerized-aids
XII.	Infusion into classroom techniques	Bibliographies by subject area Presentations from secondary teachers
XIII.	Commitment from faculty	Present plan for implementation of support system of model
XIV.	Commitment from administration	Panel presentations by management system.

TESTING YOUR CQ*

		True	False
1.	Approximately 80 percent of American workers report that they are satisfied with their jobs.	___	___
2.	If you change your job every two years for the first ten years of employment, you'll get a reputation as a "jobhopper."	___	___
3.	Estimates are that 80 percent of the working people in American are not working to their full capacity.	___	___
4.	A 3.0 graduate with work experience is more employable than a 4.0 graduate without it.	___	___
5.	As a job-seeker, you should be as vague as posible about what you want to do so that you'll be free to take advantage of whatever vacancies develop.	___	___
6.	The resume is the most critical factor in gaining an interview for a job.	___	___
7.	A majority of women who work do so because of economic need.	___	___
8.	Normally, to get a job at the highest level for which you are qualified will require 3 to 9 months.	___	___
9.	Career planning includes thinking forward to a second, possible a third career since you will probably change careers several times in your life.	___	___
10.	The higher the skill level you can validly claim, the more likely you are to find a job.	___	___
11.	The major field of study usually predicts the career of the liberal arts graduate.	___	___
12.	Job labels are often, if not usually, arbitrary. There is not a particular set of job responsibilities.	___	___
13	There is one right job for you.	___	___

Key -- True - 1, 3, 4, 7, 8, 9, 10, 12

False - 2, 5, 6, 11, 13

*Many items in this quiz are based on material from two leading career manuals: Howard E. Figler's A Career Workbook for Liberal Arts Students (Cranston, R.I.: Carroll Press, 1975) and Richard Nelson Bolles' What Color is Your Parachute? A practical Manual for Job-Hunters & Career Changers (Berkley, Ca.: Ten Speed Press, 1972).

FACULTY OPINIONNAIRE

DIRECTIONS

Mark each statement according to your opinion. Please answer every item by circling the symbol on the left which best describes your choice.
The symbols and their meanings are:
A = Strongly agree
B = Agree
C = Disagree
D = Strongly disagree

A B C D 1. Education should be more concerned with facilitating the processes of living and less with preparation for making a living -- more with the development of a meaningful life than with earning a good livelihood.

A B C D 2. Present school preparation for student entry into the world of work is adequate.

A B C D 3. Choosing appropriate career goals is a natural outgrowth of the present school program.

A B C D 4. The school is best suited to education; therefore, the community should not be involved in helping students prepare for occupations.

A B C D 5. Schools make a positive contribution in helping students gain an appreciation of the value and importance of work.

A B C D 6. Schools provide students with ample occupational information for career planning.

A B C D 7. Since large numbers of students are going to college, college preparatory subjects should be stressed more heavily in school.

A B C D 8. Career placement is a responsibility of the school for all students.

A B C D 9. Only school counselors should be concerned with students' life careeer development.

A B C D 10. To effectively infuse the career education concept with existing courses, it is necessary that schools use community resources.

A B C D 11. Teachers are aware of career resources in their community.

A B C D 12. The need for students to spend time away from school during the day to secure work experience results in more problems than benefits.

A B C D 13. Teachers do not have enough time to integrate careers into what they teach.

A B C D 14. Since students have a lifetime to prepare for work, they should spend their school time on academic subjects.

A B C D 15. Individuals who are outstanding in extracurricular activities at school will be successful in their chosen careers.

A B C D 16. Every class could be instrumental in helping students make decisions about careers.

A B C D 17. Individuals who are outstanding in academic achievement will be successful in their chosen careers.

A B C D 18. If a person is positive of the career he wants to enter, there is no need to explore other alternatives.

A B C D 19. "Hands-on" work experience is essential for effective career exploration.

A B C D 20. Career information should be provided to all students, regardless of their career goals.

A B C D 21. Career development begins in early childhood.

A B C D 22. The training of youth for occupations is more the responsibility of trade and vocational schools than public secondary schools.

A B C D 23. Since automation is rapidly changing the roles in the world of work, students need only a general education.

A B C D 24. The first priority for implementing career education is to establish a career education task force.

A B C D 25. For the career education concept to have an impact on the school system, it is essential that initial support be provided by the administrators.

A B C D 26. As an administrator, my present degree of competency for implementing career education may be described as very capable.

NAME _____

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STEP III

Step III How to Study the Current Educational System to Determine the Changes Necessary to Turn it Into a True Career Educational System

INTRODUCTION	Step three is carried out by use of self-study groups (career education task force sub-groups) - first by re-examining the existing programs to identify how the goals of career education are being met by the current system. - suggesting revisions in order to meet career education goals such as taking advantage of community learning resources.
PURPOSE	This step is basically one of determining what is, what could be, and decision-making in regard to what will be.
SUGGESTED PROCEDURE #1	- organize self-study groups or use task force sub-groups
PROCEDURE #2	- develop a survey instrument
SAMPLE OF SURVEY FORM	Page 224-230
PROCEDURE #3	- identify current provisions using survey form
PROCEDURE #4	- interview faculty and staff to get details of programs
SAMPLE INTERVIEW	- questions for interview, page 231
PROCEDURE #5	- evaluate present services for career development. This is basically an evaluation of the student development services staff.
SAMPLE OF STUDENT SERVICES EVALUATION FORM	Evaluation of guidance service at Manatee Junior College - Page 232-233

PROCEDURE #6	- conducts needs assessment. This analysis can involve students, faculty, administrators, parents, and the community, if desired.
SAMPLE OF NEEDS ANALYSIS	- student needs assessment developed by committee 1976. Page 234
PROCEDURE #7	- analyze data and recommend changes

SURVEY TO IDENTIFY PROVISIONS
FOR CAREER EDUCATION IN THE COMMUNITY COLLEGE

Identification:

_____
Name of Institution

_____
Name of Respondent

Directions for Marking

1. Place a check (✓) to indicate existence of the provision.

2. Describe additional provisions for the area under Other.

3. Please send us copies of any program outlines, descriptions or brochures which are available.

Place a check (X) to indicate the existence of each provision.

PROVISIONS FOR PLANNING

_____1. A person has been identified as being in charge of career education.

List his/her duties _____

_____2. A task force or committee has been organized.

_____3. A written plan for the career education program has been developed.

_____4. An orientation session on the concept of career education has been conducted.

Please identify materials and methods used. _____

_____

Other: _____

_____

PROVISIONS FOR STUDENT DEVELOPMENT SERVICES

_____5. Special services for disadvantaged--culturally and academically--such as tutoring, financial aid counseling, career guidance, and seminars are provided.

Describe. _____

_____

_____6. A special program is operating for recruitment of disadvantaged students. Identify project and source of funding.

_____

_____

_____7. Special services (tutors, readers) are available for physically handicapped students.

_____8. Innovative approaches are used in federally funded programs designed to assist disadvantaged students.

Please describe. _____

_____

_____9. Action research being done to provide data on:

_____reasons for attrition.

_____students' evaluation of services.

_____faculty's evaluation of services.

_____10. Special seminars or programs have been held to:

_____increase career awareness.

_____increase awareness of educational opportunities within the community college and/or at four-year institutions.

_____disseminate financial aid information.

_____11. A system for assessment of vocational aptitude is being used, such as Singer Graflex, Towers, or other.

Which _____

_____12. A special testing package or Career Planning Program which includes assessment of aptitude, interests, values, personality types and progress in career development is being used.

_____13. Special group sessions are conducted on:

_____job interviewing skills.

_____financial aid application.

_____study skills and habits for survival in college.

_____career decision making.

Other: _____

_____

PROVISIONS IN CURRICULUM

_____14. The curriculum includes college courses designed for:

_____development of decision-making skills.

_____improvement of human relations.

_____development of employability skills.

_____exploration of career choices.

_____development of self-awareness and inter-personal relationships.

_____use of Life Career Development System (Human Development Association).

_____developmental (remedial) courses are available for and used by academically disadvantaged students.

Subjects covered are: _____, _____, _____,

_____, _____, _____.

Special courses (lip reading, total communication) for physically handicapped are provided students.

_____15. An Individualized Manpower Training or other similar system is in operation.

Specify. _____

_____16. The fifteen-career-cluster concept for organization of career information into subject areas is being used.

To what extent. _____

_____

_____17. Teachers have included "career implications" in the stated objectives of their courses.

Which subject areas. _____

_____

_____18. The college has a learning enhancement center.

If yes, is it

_____part of the library?

_____mainly for remediation?

_____decentralized into reading, math and science labs?

_____offering opportunity for acceleration, through independent study?

_____19. Cognitive mapping--the study of learning styles as a way to vary instruction--is being used.

If yes, what are you doing?

_____Program is in operation _____ students.
(number)

_____Task force is exploring use.

_____Theoretical model is being used. _____
which

_____Information on progress is available.

Other: _____

_____

PROVISIONS FOR SKILL DEVELOPMENT

____20. Various occupational training programs are available.

_____ for A.S. degree. _____ certificated programs.
(number) (number)

____21. New ones are under consideration. Which areas? _____

_____

____22. Strategies are being used to enhance the process of acceleration for students in occupation programs.

____articulation policies are in effect with the area vocational technical center providing for the granting of credit on basis of competencies gained from traning programs?

____articulation policies are in effect with universities providing for the granting of credit for students with an A.S. degree?

____use of CLEP or ETS occupational competency tests?

List tests. _____

____use of challenge exams.

List programs. _____

____special non-formal agreements have been worked out for certain programs?

List programs. _____

____23. Special tutorial labs separate from learning labs for remediation and enhancement for vocational students?

Other: _____

_____

PROVISIONS FOR DISSEMINATION OF CAREER INFORMATION

____24. Career information materials and resources are located in library.

____25. Career information materials and resources are located in center under the direction of student development services.

____26. A mobile unit or units are available for use with high schools or community departments.

____27. Data are being collected on the use and evaluation of material.

____28. Materials are classified by:

_____DOT (Dictionary of Occupational Titles) classification.

_____Holland's classification.

_____15 career lusters.

_____other (specify). _____

_____29. Florida VIEW (Vital Information for Education and Work) is in operation.

_____30. CVIS (Computerized Vocational Information System) program is being used or considered.

Other: _____

_____

PROVISIONS FOR TIME-VARIABLE EDUCATION

_____31. Working arrangements are existing with local high schools to permit dual enrollment.

_____32. Arrangements exist with the school districts to allow early admission without graduation from high school.

_____33. Information is disseminated about CLEP to high school students and adults in community prior to admission to the college.

_____34. Active encouragement is given to the use of the CEEB Advanced Placement Program in area high schools.

_____35. Self-assessment services are available for students to encourage acceleration by independent study, CLEP, or challenge exams.

Other: _____

_____

PROVISIONS FOR COMMUNITY INVOLVEMENT

_____36. A person has been identified to serve as liaison with the community.

_____37. The community has been surveyed to identify job placement opportunities.

_____38. A list of community resource persons is available for teachers use to increase career awareness for their students.

_____39. Career guidance services are provided for persons in the community.

_____40. Cooperative arrangements exist with school districts for the development of career awareness programs, such as career fairs, days, etc.

_____41. Organized career guidance services are offered for high school students prior to admission.

Other: _____

PROVISIONS FOR PLACEMENT

_____42. Placement services are provided for graduates of occupational programs.

_____43. Services are decentralized to enhance coordination.

_____44. The Florida state employment Job-Data Bank is being used.

_____45. Placement of student into part-time jobs is provided.

Other: _____

_____

PROVISIONS FOR FOLLOWUP

_____46. Providing information to program manager effects changes in curriculum.

_____47. Universities are contacted for followup data on graduates as required by DOE guidelines.

_____48. Employers are contacted for data on graduates of occupational training programs.

_____49. Extensive use is made of DOE guidelines.

Other: _____

_____

PROVISIONS NEEDED

Identify by checking the items below the nature and scope of support needed to expand and strengthen career education at the community college level.

_____50. Additional staff

_____51. Funds for career information materials

_____52. Workshops for faculty

_____53. Additional state funds

_____54. Additional facilities for training programs

_____55. Professional help in planning career education programs

_____56. Articulation with universitites to carry out guidelines for placement and followup

Other (describe) _____

_____

_____ _____

Name of Institution Name of Respondent

QUESTIONS FOR INTERVIEW

1. What are the segments of your current career education program?

2. What percent of the students in the school are directly involved?

3. Briefly list and describe the main goals and objectives for each segment.

4. How is the concept of career education being infused into the curriculum or service?

5. What supportive services are available to the students?

6. To what extent are these available to all students?

7. What in-service training is provided for implementing services and programs.

8. Identify and explain how community resources are utilized.

9. What opportunities are available to students for occupational skill development?

10. What are the provisions for placement into jobs and/or further educational programs?

EVALUATION OF GUIDANCE SERVICE

Guidance Services at Manatee Junior College

This questionnaire seeks information about your use and opinion of guidance services at MJC. Your responses will be used in planning future activities and training for guidance workers.

---

1. What quarter and year did you first enter MJC? _____

2. How many quarter hours of course work have you completed? (Circle one)

   Less than 15 16-44 45+

3. Have you ever had contact with a guidance counselor or other student personnel worker at MJC concerning the following topics:

	Please circle	
Grades	yes	no
Career information	yes	no
Part-time work	yes	no
Career decision making	yes	no
Interest or aptitude testing	yes	no
Financial aid	yes	no
A decision about further education	yes	no
The co-op program	yes	no
Other?_____	yes	no

_____

4. The following is a list of possible guidance functions. How important is each function and how well is each function performed at MJC?

Rate importance using this scale

3 = very important

2 = somewhat important

1 = not important

Rate performance at MJC using this scale

3 = very good

2 = good

1 = inadequate

dk = don't know

Function	Importance	Performance at MJC
a. Maintaining records of grades and attendance	3 2 1	3 2 1 dk
b. Providing information about other schools and colleges	3 2 1	3 2 1 dk
c. Finding jobs for students	3 2 1	3 2 1 dk
d. Providing information about different occupations	3 2 1	3 2 1 dk
e. Counseling students about personal problems	3 2 1	3 2 1 dk
f. Counseling students about career decisions	3 2 1	3 2 1 dk
g. Counseling students about further education	3 2 1	3 2 1 dk
h. Administering aptitude and interest tests	3 2 1	3 2 1 dk
i. Maintaining discipline, enforcing rules	3 2 1	3 2 1 dk
j. Supervising extracurricular activities	3 2 1	3 2 1 dk
k. Providing information about financial aid	3 2 1	3 2 1 dk

5. How would you rate the overall guidance service at MJC?

____ excellent ____ good ____ inadequate

____ very good ____ fair

6. How might guidance services at MJC be improved? _____

_____

_____

Thank you for your opinions.

STUDENT GOALS INVENTORY - (from Fla. Committee)

Introduction

College personnel are becoming increasingly aware that students attend college for many diverse reasons. These reasons can be expressed as student goals which reflect personal, academic, social, and community development. It appears, however that there has been little documentation or research of student defined goals within higher education. Traditionally, a student attended the community college to obtain a degree which led to a specific occupation or transfer program. However, it is becoming more apparent that students who leave the community colleges prior to obtaining a degree, secure meaningful occupations and/or accomplish other goals which they have defined. This leads the college to question more seriously the concept of attrition and the need to identify the goals that students determine for themselves.

The challenge and need to identify and evaluate the area of student goals has been brought to the attention of the colleges as a result of the changing student population with diverse needs and objectives. This new population includes the following: the disadvantaged person from low socioeconomic area of the community; the housewife or mature woman seeking a career; the mature male seeking a second career; and the veteran or retired military man or woman adjusting to civilian life.

To meet this challenge the Florida State Department of Education, Division of Community Colleges, organized a committee composed of a cross-section of community college personnel to identify and develop a catalog of student goals which would assist all segments of the community college.

Catalog of Student Goals

The committee through several "brainstorming" sessions concluded that students' goals for attending community colleges would be categorized under six broad headings. Pursuant to the idea that students generally attend community colleges for developmental purposes, the following headings were identified: Career Development, Personal Development, Academic Development, Social Development, Cultural Development, and Community Development.

The educational process is the common connotation with respect to the previously mentioned forms of development. These six categories represent the total educational process for the individual student. However, for the purpose of this document the following definitions are offered:

Career Development - that form of student development which deals primarily with career goals, present employment, future employment, potential employment, and the effort one would have to put forth to achieve his/her career aspirations.

Personal Development - that form of development which deals primarily with life ambitions, personal adjustment, self-worth, self-confidence, attitudes, strengths, and weaknesses.

Academic Development - that form of development which deals primarily with basic skills, communication skills, intellectual curiosity, upper division aspirations, and academic recognition.

Social Development - that form of development which deals primarily with leadership role, social responsibilities, cooperation skills, social awareness, and social interaction.

Cultural Development - that form of development which deals primarily with cultural appreciation, aesthetic appreciation, fine arts appreciation, and use of leisure time.

Community Development - that form of development which deals primarily with one's participation in community improvement, community problems, and community leadership.

INSTRUMENT

Student Goals Inventory

There are many reasons that students have for attending the community college. In order for us to facilitate your progress in reaching the goals that have importance to you, we need to have you identify your goals as specifically as possible. To do this please complete the following goal inventory by placing a x to the left of the statements that you identify as your goals for being here. If some of your goals are not listed, please enter them on the blank spaces that are provided at the end of each section.

My goals with regard to CAREER DEVELOPMENT are:

_____ To determine a career goal

_____ To prepare for an immediate entry level occupation

_____ To meet the employment requirements of a specific job

_____ To discover my career potentialities and competencies

_____ To develop management/leadership skills

_____ To earn an Associate in Science Degree

_____ To earn an Associate in General Science Degree

_____ To earn a Planned Occupational Certificate

_____ To take courses to keep current in my field

_____ To take courses to retain my present job

_____ To take courses in order to get a promotion

_____ To prepare myself to change occupations

_____ To prepare for local, state, national board exams

_____ To utilize the educational benefits of a Social Security, Veteran's Administration, Welfare, etc., program

_____

_____

_____

_____

My goals with regard to PERSONAL DEVELOPMENT are:

_____ To explore my talents, skills, abilities and potentials in these areas in order to determine my goals

_____ To successfully undergo a transitional period in my life

_____ To assist in my personal adjustment

_____ To understand myself better

_____ To develop my self-worth and confidence

_____ To meet my physical needs

_____ To focus on my personal growth

_____ To clarify my values

_____ To understand my sexuality

_____ To develop personal strengths

_____ To explore/understand my feelings, thoughts and behaviors

_____ To explore my attitudes toward marriage, parenthood, and/or divorce

_____ To aid in my adjustment to a changed style of living (retirement, changed employment or marital status, prison release, etc.)

_____ To learn more about my health

_____ To postpone the time when I will have to become financially independent

_____ To focus on my independence

_____

_____

_____

_____

_____

My goals with regard to SOCIAL DEVELOPMENT are:

_____ To become active in the organizational life of the college

_____ To take an active leadership role

_____ To enhance my abilities in social interaction

_____ To learn more about team work, cooperation and group skills

_____ To interact with people of various ages and backgrounds

_____ To participate in the athletic/recreational program

_____ To exercise my social responsibility

_____ To develop a social awareness

_____ To obtain the education that's expected of me

_____

_____

_____

_____

My goals with regard to my ACADEMIC DEVELOPMENT are;

_____ To upgrade my basic academic skills (reading, writing, study and/or mathematics)

_____ To further develop my communication skills (oral, written and/or non-verbal)

_____ To develop my ability for critical thinking

_____ To upgrade my grade point average for re-entry to a university

_____ To earn an Associate of Arts Degree

_____ To prepare for transfer to an upper division university

_____ To learn more about my field of interest

_____ To pursue an area out of intellectual curiosity

_____ To strive for academic recognition (honors, grades)

_____

_____

_____

_____

My goals with regard to my CULTURAL DEVELOPMENT are:

_____ To pursue my avocational interests

_____ To develop cultural and aesthetic appreciation

_____ To develop artistic, dramatic and/or musical talents

_____ To develop skills/interests for my leisure time

_____

_____

_____

_____

_____

My goals with regard to COMMUNITY DEVELOPMENT are:

_____ To learn more about shaping/changing the environment

_____ To develop the skills to become involved with the community

_____ To learn about community problem solving

_____ To prepare myself for public service

_____ To learn about the "system" - living with, coping and changing it

_____ To develop community leadership skills

_____

_____

_____

_____

_____

Now that you have completed the check list, please rank order your top 5 goals. To do this place a 1 next to the goal that you checked that is the most important to you, a 2 next to the second and so on until you have marked the goal that is the fifth most important.

STEP IV

Step IV How to Inventory and Marshal All Available Resources

INTRODUCTION	Community colleges from the beginning have used physical facilities such as space and equipment and have planned some field trip experiences. A career education system must make use of - experiential sites (work and community service). - human resources such as retirees, business, industry and professional persons, civic organizations.
PURPOSE	The purpose of step four is to identify and catalog community resources.
SUGGESTED PROCEDURE #1	- sub-divide community advisory council into groups to conduct inventory
PROCEDURE #2	- design cover letter and inventory form
SAMPLE INVENTORY FORM	Page 242
PROCEDURE #3	- catalogue each resource
SAMPLE PAGE	Page 243
PROCEDURE #4	- develop index of resources according to career cluster
SAMPLE OF INDEX	Health Career Cluster, page 244
COMMENT	This inventory can be used in selecting members of the career cluster advisory councils. Refer to page 113

COMMUNITY RESOURCE INVENTORY FORM

CLUSTERS	____
LEVEL(S)	____
HUMAN RESOURCES	____
FIELD TRIPS	____
JOB EXPLORATION	____
INSTRUCTIONAL MEDIA	____

I. NAME AND ADDRESS OF ORGANIZATION:

II. TYPE OF ORGANIZATION:

III. CONTACT PERSON:

NAME:

TITLE:

PHONE:

IV. HUMAN RESOURCES:

SPEAKER:

DEMONSTRATIONS:

AGE OF GROUP:

NOTICE NEEDED:

V. FIELD TRIPS:

NUMBER OF STUDENTS PREFERRED:

AGE OF GROUP:

STUDENT REQUIREMENTS:

TIME:

NOTICE NEEDED:

VI. INDIVIDUAL STUDENT VISITATION:

AGE:

STUDENT REQUIREMENTS:

NOTICE NEEDED:

VII. MATERIALS AVAILABLE FOR CLASSROOM USE:

SAMPLE OF PAGE FROM CATALOG

CLUSTERS	8
LEVEL(S)	3,4
HUMAN RESOURCES	X
FIELD TRIPS	X
JOB EXPLORATION	X
INSTRUCTIONAL MEDIA	X

I. NAME AND ADDRESS OF ORGANIZATION:

Alston-Wilkes Home
2224 Lee Street
Columbia, South Carolina 29204

II. TYPE OF ORGANIZATION:

Non Profit Halfway Home
Prisoners Aid (Ex convicts)

III. CONTACT PERSON:

NAME: John Zenoni

TITLE: Director

PHONE: 256 6831 or 254 0347

IV. HUMAN RESOURCES:

SPEAKER: John Zenoni

DEMONSTRATIONS: Role playing

AGE OF GROUP: Jr. & Sr. High

NOTICE NEEDED: 1 week

V. FIELD TRIPS:

NUMEER OF STUDENTS PREFERRED: 35

AGE OF GROUP: Jr. & Sr. High

STUDENT REQUIREMENTS: N/A

TIME: Middle morning, early afternoon

NOTICE NEEDED: 1 week

VI. INDIVIDUAL STUDENT VISITATION:

AGE: Jr. & Sr. High

STUDENT REQUIREMENTS: N/A

NOTICE NEEDED: 1 week

VII. MATERIALS AVAILABLE FOR CLASSROOM USE:

Brochures, pamphlets

271

SAMPLE OF INDEX FOR CAREER CLUSTER

HEALTH	PAGE	LEVEL
Alston Wilkes Home	4	3,4
Arleen's Health Food	10	1-4
Babcock Center for the Retarded	13	1-4
Blue Cross/Blue Shield	22	3,4
Bureau of Alcohol, Tobacco, Firearms	29	3,4
Carolina Ambulance	32	1
Cayce Clinic of Cold Stream Animal Hospital	41	3,4
Columbia College - Biology	52	4
Dir. of Career and Placement - Columbia College	53	4
Columbia Eye Clinic (Dr. Derrick)	54	3,4
Columbia Eye Clinic (Dr. Foline)	55	3,4
Dr. Barbara Brown	71	3,4
Shirley Carrington (Dental Hygienist)	72	4
Dr. Cooper Noble	73	3,4
Dr. Luther B. Elmgren	74	1-4
Dr. James Hahn	75	3,4
Susan Kennedy (Dental hugienist)	76	1-4
Dr. McCook	77	1-4
Dr. Gordon	77	1-4
Dr. T. D. Ravenet	79	4
Dr. William H. Rentz	81	1
Dr. E. Russell Van De Frift III	82	1-4
Dr. Wiggins	83	4
Drug Response Operation	84	1-4
European Health Spa	89	4
Lexington County Hospital	139	1-4
Masob Walk In	147	3,4
Mid Carolina Mental Health	150	1-4
Orkin Exterminating Co.	170	1-4
Parklane Pharmacy	176	3,4
Porter's Animal Hospital	183	4
Revco	194	4
Richland Memorial Hospital	200	1-4
Sansbury Gosnell - Opticians	206	1-4
SC Association of Nursing Homes	213	3,4
SC Commission on Alcohol & Drug Abuse	215	1-4
Dept. of Health & Environmental Control (Public)	222	1-4
Dept. of Health & Environmental Control (Labs)	223	4
SC Mental Health Assoc.	225	1-4
Southern Women Service	234	3,4
S.P.C.A.	235	1-4

STEP V

STEP V How to Begin Planning the Career Education System Most Appropriate for Your Community

INTRODUCTION

The first four steps have been the actions needed before studying the model and selecting the systems and units to be implemented. Step five, developing the plan, will be both exploratory and tentative. The development of the plan for the career education program will be the responsibility of the career education task force.

PURPOSE

- to consider the model for implementation
- select the systems to be implemented
- identify the units which can become operational immediately
- identify additional units desired
- plan strategies for designing these units using support resources

PROCEDURES

- assign each system to an ad hoc career education task force sub-group for presentation to faculty
- get input from faculty
- get recommendations from advisory groups
- present data to executive committee (Part 1 of Management System) for decision making as to systems
- adapt procedures to meet local needs
- present plan to top administrator
- implement management system
- present "plan" to all interested groups

COMMENT

The procedures suggested here are based on the assumption that "if one is allowed to write a plan she/he will then underwrite it."

COMMENT

The management system holds the key to the success of the model as presented in this manual. It will take time for this system to become operational. The management process provides for revision of the plan as needed.

STEP VI How to Seek the Cooperation of All Necessary Organizations

INTRODUCTION

This step is the first action required in the actual implementation of the plan developed by the previous five steps. The community council and the career cluster advisory council are the units of the management system which will insure the cooperation of all necessary organizations.

PURPOSE

The purpose of this step is to provide orientation to the plan and achieve cooperation among all the units of the system.

SUGGESTED PROCEDURES

- activate second and third parts of management system
- present data from the needs analysis to community council
- present plan
- conduct inservice on goals, outcomes, and procedures
- organize ad hoc committees to suggest means of assistance
- implement public relations process

Steps for planning P. R., page 263.

DEFINITION FOR P.R.

Page 249

COMMUNITY QUESTIONNAIRE

Page 250

SCHOOL INVENTORY

Page 253

SUGGESTIONS FOR MEETING NEWS MEDIA

Page 254

PREPARING NEWS RELEASES

Page 255

REFERENCES

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a definition

SCHOOL PR

There are probably as many definitions as there are people defining. Performance Recognized is one of the shortest. The National School Public Relations Association defines educational public relations as being:

> ". . . a planned and systematic two-way process of communications between an educational organization and its internal and external publics (designed to build morale, goodwill, cooperation and support for that organization.)"

We should emphasize "planned," "systematic," "two-way," "to build," . . support."

PUBLIC RELATIONS IS NOT . . .

. . . a coverup for problems. Problems become known sometime. Public confidence and support for correcting the problem comes when the public is kept informed.

. . . a one-man show. No central office staff can make up for public relations errors created by individual staff members, or do the job without each staff member's help. A central office staff member serves as a "funnel," a "spark," an "innovator" and a "conscience."

. . . a one-time effort, fall open house or PTA meeting alone. It must be continuous. Everyone has an image at all times – whether he wants it or not, whether it is good or bad.

. . . just publicity.

. . . a panacea.

How Well
Do You Know Your Community?

I. Community beliefs

A. Which of the following are most important to the people of your community? (What gives a man his status?)

____ Church attendance	____ Going far in school
____ Leading a religious life	____ Friendliness
____ Location of residence	____ Wealth
____ Kind of work one does	____ Family background
____ Individual worth	____ Economic success
____ Service to community	____ Others
____ Length of residence	

B. Every community has social layers. How would you describe the layers in your community? How easy is it to move from one layer to another?

C. How loyal are the people to their community?

D. How do the people react to new ideas?

E. How are the newcomers received by the local people? How do they seem to adjust to the community?

F. Do the people or organizations here cooperate with those of nearby communities for their mutual benefit?

II. Tradition

A. What are the major historical developments of your community?

B. Are the people here different from those of other places in regard to relationships or customs?

C. What has been the role of the school board in developing and maintaining the school program? The role of the superintendent? The role of the principal? The role of the teacher?

III. Community aspirations

A. What would you consider the outstanding needs of your community, and what organizations should or could tackle them?

B. What do you like best about your community?

C. What is your biggest complaint about it? What could or should be done about it?

D. What are the most important things that should be done in improving the schools in your community?

IV. Decision making and leadership structure

A. Who are the outstanding leaders in your community?

B. Who decides the big issues in your community?

C. How is the leader's influence exerted?

V. Physical setting

A. What is the size of your community?

B. What is the general topography of your community?

C. What are the different neighborhoods in your community?

D. How is your community located with relation to nearby communities?

E. What is the nature of relationships with nearby communities?

F. Climate
   1. What is the range in temperature?
   2. What is the average rainfall?

G. Soil type
   1. Is the soil fertile?
   2. For what crops is it especially suited?

H. Resources
   Are resources of your community effectively utilized?

VI. Population characteristics

A. Kinds of people
   1. What proportion of the population is young, middle-aged, old?
   2. What is the ratio of men to women?
   3. What is the divorce rate?
   4. What proportion of the population is foreign born?
   5. What minority groups are represented?

B. Growth of population
   1. What is the relationship of birth rate to death rate?
   2. What is the rate of out-migration?
      a. Where do people go?
      b. Why do they leave?
   3. What is the rate of in-migration?
      a. Where do people come from?
      b. Why did they come to this community?
   4. What is the population density?

C. Education of population
   What proportion completed elementary school, high school, college?

VII. Community economy

A. How many industries are there, and what is the size of each?

B. How many people are employed?

C. What number of employable people are unemployed?

D. What is the total income?

E. What is the per-capita income?

F. What is the tax rate?

VIII. **Formal groupings**

A. Religion
   1. How many denominations are represented?
   2. What proportion of the population belongs? Is membership increasing or decreasing?
   3. Are the churches debt free?
   4. How extensive are the church programs?

B. Education
   1. How many nurseries and kindergartens are there in the community?
   2. How do the schools of your community rank with others of the state as to:
      a. Physical equipment?
      b. Per-pupil cost?
      c. Instructional cost?
      d. Teacher load?
      e. Instructional program?

C. Social agencies
   1. How many social agencies are there?
   2. What services does each render?
   3. How are they financed?
   4. What needs are unprovided for by any existing agency?
   5. How many people are on public relief?
   6. How are juvenile delinquents handled?

D. Local government
   1. What is the form?
   2. Is the public satisfied? If not, what proposals are indicated?
   3. Is there a planning board?
   4. Is there a zoning program?

E. Recreation
   1. What recreational opportunities are provided?
   2. How are they supported?

F. Health and safety
   1. What diseases are most prevalent?
   2. What public-health services are available?
   3. What is the ratio of physicians to population?
   4. What are the provisions for sanitation and inspection?
   5. What is the accident rate?
   6. What are the standards for the police departments as to personnel, salaries, number, etc.?

IX. **Relationship of groups**

A. Do organizations cooperate with each other?
B. What organizations seem to be in conflict with each other?
C. Are there too many organizations in the community?
D. Do you recall any groups or factions in the community which seem to disagree or cannot get along?
E. What groups consistently support the public schools?
F. What groups have a major interest in keeping down the tax rate?

From "Educational Administration in a Changing Community," Thirty-Seventh Yearbook, 1959, American Association of School Administrators, pp. 152-157. Reprinted with permission.

PUBLIC RELATIONS TARGETS

Our school, as it operates today, "Helps/Hinders" this purpose

Helps	Hinders	Twelve Purposes for a Comprehensive Public Relations Program
_____	_____	1. To assure a good and appropriate education for the youth of the community.
_____	_____	2. To supply full and accurate information on school objectives, programs, services, problems, and needs.
_____	_____	3. To stimulate the people to assume a partnership of responsibility for the quality and kind of education which the school offers.
_____	_____	4. To involve citizens in the activities of the school.
_____	_____	5. To develop the interest, understanding, and confidence of the people.
_____	_____	6. To foster a type of public opinion and expectation which approves change and progress in education.
_____	_____	7. To secure adequate financial support.
_____	_____	8. To promote respect and enthusiasm for teachers.
_____	_____	9. To maintain parent interest.
_____	_____	10. To channel constructively the demands of pressure groups.
_____	_____	11. To establish and maintain cooperative relations and mutual understanding with other schools and institutions of higher education.
_____	_____	12. To maintain good internal staff relations.

Suggestions for Meeting the News Media

* If you can answer a reporter's question in your area of responsibility, do so honestly. If you can't, don't speculate. I simple "I don't Know" will suffice along with a promise to find out the information sought or name of someone else who would have an answer for the reporter.

* Respond promptly. A reporter has time deadlines which must be met with or without your assistance. Few actions irritate a reporter more than a late phone call or no response at all.

* Avoid "education-ese". Say "problem solving" rather than "diagnostic workup to determine operative variables". Simple declaratory sentences are the best form of direct communication. Remember the average educational level of the general public in this nation is still less than a high school graduate. A reporter who must translate educational jargon into easy-to-understand English has a greater chance of misinterpretation or incorrect reporting than one who can quote directly and knows what is being said to begin with.

* Nothing is off the record. A reporter is news gathering, not spending his or her time in a private conversation.

* Never ask to see a reporter's story before it's published. Such an action by a reporter is as unethical as an educator discussing a particular student's cume folder without parental or student consent. If you want to make sure certain parts of your story is emphasized, tell the reporter which points are most important. Remember, however, that the reporter's first obligation is to the general public and his publishers, not to program objectives.

* The reporter will generally mirror the attitude given him or her. A spirit of cooperation and honesty as well as enthusiasm will almost always spark the same response back. Likewise, fear of being misquoted or being so careful in what is said as to say nothing will result in suspicion or frustration on the part of a reporter. The same might be said for a student/teacher relationship.

* If you believe you have a timely and worthwhile story, contact your district's information officer who can be of help in getting a story placed and advising you on whether the idea is worth a story.

* Yesterday's or last week's news is history and rarely will the news media report on an activity which occurred last week. Advance notice of an upcoming program or event is a must for proper coverage. Like everyone else, a reporter must plan and budget his or her time in advance. Know individual deadlines and working hours of news media representatives so that proper contact can be made.

* Too often program administrators want to wait until everything is "just right" before publicity is to occur. Getting coverage on the ground floor when planning is still underway is more likely to get attention than a neatly packaged program.

PREPARING NEWS RELEASES

There are no hard and fast rules about preparing news copy. The most important items to remember, however, are 1) include the five W's, that is the Who, What, When, Where, and Why; 2) make certain that copy is legible--typed copy is always best--and is without mistakes, cross-outs or other "obstructions" to the eye; 3) be sure the copy says what you want it to say and not what you hope it will say to a newsman; and 4) if photos are to be included, non-glossy 8x10 or 5x7 black and white shots are best.

FORMAT--Do not worry about writing a masterpiece. Chances are the editor of your copy at a newspaper or broadcast station will adapt it to suit their style and space or time limits.

USE A HEADING similar to the sample including source, writer or contact person, date, telephone number. Use FOR IMMEDIATE RELEASE or, if there is a reason for a delayed release date, HOLD FOR RELEASE and specify the date and time when the story can be publicized.

DOUBLE SPACE copy preferably on a 8½x11" sheet of white paper. Keep margins at least 1½" on sides and bottom to allow editors to mark copy.

USE OF titles is optional. Newspapers usually rewrite them and radio/TV don't use them at all. A good lead line (first sentence) is enough to let editors know about what your news item concerns.

IF THE STORY is longer than a single page (which, unless it is of major importance, it shouldn't be), then centered two spaces below your last line should be --more--, but if it is a single page, then in the same place should appear either —30— or #### to signify end of copy.

CONTENT--The most important information should go first. If an editor is should on space or time, invariably the cutting starts at the bottom and works up. What some term "the inverted pyramid" is used in most articles. The first paragraph or *lead* is a quick summary of the major facts (cf. the five W's). This is generally what an editor will use to determine story value. The lead should run no more than two sentences.

THE REMAINDER of the story is written with information in descending order of importance. Use familiar words and phrases to keep the story simple--language of about the ninth grade level is best. Be accurate and objective. Use quotes to make the story livelier--they must be attributed, also. Writing in the third person is mandatory. It is beneficial, too, to mention or indicate somewhere that the school is part of the PB County School Board.

FOR STORIES WHICH are of a countywide interest, the information office can assist you in placing the item(s) in order to get the "most mileage".

DELIVERY--Releases for weeklies must be in their hands prior to the deadline given in Part 1 and should contain information on upcoming events or events occurring that week only. "Last week" is too late. Releases for dailies must have information of events presently ongoing or within ten days. "Yesterday" is history. Radio and television should be given information of upcoming events only as their staffs are limited and notice is necessary for coverage.

STEPS FOR PLANNING A PUBLIC RELATIONS PROGRAM

STEP 1: DEFINE YOUR PURPOSE

State, in one sentence, the main purpose of your service. Say it in a way that anybody can understand it and recognize the value of it.

STEP 2: LIST YOUR KEY PUBLICS

List the key publics who should be made particularly knowledgeable and supportive of your service.

STEP 3: AWARENESS PROBLEMS WITH EACH KEY PUBLIC

State, in one or two sentences, the main problems you have with each key public--particularly problems of misconception or lack of awareness. Sometimes the problems you have are the same with all publics. If so, say so. Don't repeat over and over.

STEP 4: PUBLIC RELATIONS OBJECTIVES

Give a one-sentence public relations objective for each key public that -- if accomplished -- would help solve the problems of awareness and misconception mentioned above. If the same objective applies to all key publics, say so.

STEP 5: APPEAL TO KEY PUBLICS

For each key public, list the ways that your service will help accomplish the goals of each key public.

This data will be used to show the key publics why they should support you.

STEP 6: THE PUBLIC RELATIONS PROGRAM

A. New Services

Consider the needs and goals of your key publics -- and the ways you are already of value to them -- consider any new services you should provide.

B. Communications Actions

After you are convinced you're doing a good job for your publics ... now is the time to start a public relations communications program informing your publics just why you are of value to them.

1. Umbrella vs. Splinter Actions

Your communications actions will break into two categories: Umbrella and Splinter Actions.

Umbrella Actions refers to communications aimed at all of your key publics at the same time, such as: mass media advertisements and publicity in newspaper, radio and TV.

Splinter Actions refers communications aimed at only specific publics, such as only the employees.

C. Strategy.

Strategy refers to the "approach" you use in communicating to your publics.

For example, when you go to your banker to borrow money, you dress and act in a certain way. That, in part, is strategy.

Strategy gives to your communication a recognizable unity and image.

For example, when you see that banker you don't wear sneakers one day and dress shoes the next. You don't cuss, either, or talk about "booze". Your theme remains constant -- from what you say to how you look.

So ...

The elements of strategy are:

1. Unifying Theme: (Can include a symbol, slogan, or just a dominant headline, or all three.)

2. Major Messages: (In general terms, list the few prime messages you plan to communicate to each public.)

3. Media Mix: (How do you plan to communicate your messages? Personal contact? Speeches? Public Service Announcements? Advertisements? Bulletin Boards?

4. Style of Delivery: (Hard Sell? Soft Sell?)

   Family Format: (Communication pieces must not be a hodge-podge of different designs and different messages. It must hold together as a recognizable, unified package of communication. Example: Heavy use of photos? Similar headlines? Testimonials? etc.)

5. Use of Opinion Leaders: (What use, if any, do you plan to make of opinion leaders?)

D. Campaign Approach

Your communication should be disseminated in a unified and coordinated manner -- and continue for a specific period of time.

It should not start and stop and just happen whenever it is convenient.

It should be carefully timed so that it moves all together as a unit -- and has the impact of a bluntheaded bullet.

If your communication is diffused and erratic it will have no impact -- because there are too many other types of communication bidding for the audience's attention.

Example: You might aim one message at one public during just one month. During that month your public: sees public service ads, sees posters on bulletin boards; receives direct mail; receives a personal call; reads a news story about your message. It all came to him at one time -- or in tight one, two, three order.

E. Example of Format for P. R. Communications

1. Umbrella Actions (Aimed at all key publics)

   a. Public Service Announcements
      - subject
      - where appear

   b. Speeches
      - subject
      - where given

2. Splinter Actions (Aimed only at specific publics)

   a. Employees

      - objective
      - message
      - action

   b. County School Board

      - objective
      - message
      - action

STEP 7: CALENDAR OF EVENTS — State proposed dates for various p.r. actions.

STEP 8: EVALUATION — State methods to be used to measure success or failure of campaign.

STEP 9: BUDGET — How much will it all cost. Itemize.

STEP VII How to Implement the System

INTRODUCTION

The executive committee unit of the management system should be responsible for this action. The actual process of implementation began with step one. A separate action step to be carried out by the center manager is listed in order to emphasize the need for detailing tasks and tying them to a target date in order to measure progress.

PURPOSE

- to establish a target date for accomplishment of each task
- to fix responsibility
- to assign resources
- to establish basis for process evaluation

SUGGESTED PROCEDURES

- compile a list of tasks to be performed
- develop a time line
- schedule the events which are included in the detailing in the task detail

SAMPLE OF TASK DETAILING

Page 261-264

DETAILING OF TASKS

The tasks included in phase I (FY 1976-77) of the plan for implementation for meeting process outcomes include the following: Goal I - To demonstrate the effectiveness of the management model as a means of coordinating, centralizing, and articulating career development and placement services; providing interaction between the world of work and the world of education; and providing for the involvement of the faculty in dissemination of career information. Tasks undertaken to insure the accomplishment of goal one will include: (a) organizing the members of the executive committee into a functional component and identifying their roles in the management model; (b) staffing the center; (c) developing by the executive committee of a plan for released time for college staff and faculty serving on the project; (d) inventorying and marshalling of available resources; (e) refurbishing allocated space in student center; (f) organizing units of the project to include intensive inservice training for center staff and college staff/faculty; (g) developing by the executive committee an initial plan for continuing evaluation of the project; (h) commencing inservice training of college and community personnel. (This would be done through an inservice training program for orientation to the project); (i) organizing two councils: the Community Advisory Council and the Career Cluster Council; (j) commencing operation of the center preceded by appropriate publication of programs and services to be offered; (k) beginning the gathering of data for the information unit, the community agency data bank and the leisure-time, skill-exchange unit; (l) identifying and ordering needed

career and educational information; and (m) initiating the evaluation procedures. These activities comprise a set of milestones for monitoring progress during the first year (phase one) of the proposal plan.

Goal II - To develop a system for identification of career development and placement needs of the community as a basis for expansion of the role of the community college, requires the completion of the following tasks:

1. Conduct a needs survey to gather information on community needs.
2. Conduct a comprehensive analysis of existing community agencies and services.
3. Identify project priorities based on the discrepency between needs and services available.

TIME SCHEDULE

July 1976

I. Staffing (see personnel section)

II. Organize Executive Committee who will implement the management model

III. Develop plan for released time for college staff/faculty serving in project

IV. Inventory and marshal available resources

V. Refurbish allocated space

VI. Begin organizing units of project

August 1976

I. Develop and initiate plan for continuing evaluation of project

II. Complete organization of units

III. Conduct orientations of project for the college and community

IV. Organize community advisory council

V. Review and evaluate currently available career and educational information

September 1976

I. Ready all funtional units to service students and publicize program. The Community Career Development and Placement Center will be functioning at less than a complete level of effectiveness during the first 6 - 8 months of operation

II. Begin gathering data for the information unit, the Community Agency Data Bank and the Leisure Time Skills Exchange unit.

III. Order needed career and educational information

September 1976 - June 1977

I. Continuous planning, supervision, modification or project will be conducted. Provision will be made for continuous input from the advisory council.

II. Through the advisory council and other agencies begin developing system for identification of career development and placement needs of the community.

November 1976

I. Initiate evaluative process to determine how well system is working

January 1977

I. Begin to identify community resources available for use in providing career development and placement services. This goal will take close to a year to fully implement

March 1977

I. Develop plan for expansion of services to meet the changing needs of all age groups in the community

June 1977

I. Provide for feedback from follow-up unit for evaluation and modification of project

July 1977

I. Continue operation of all units and continue to evaluate

II. Implement recommended modifications

III. Implement plan for expansion of services to meet the changing needs of age groups in the communtiy

January 1978

I. Model for demonstration of an articulated system of career development and placement services will be fully operational.

Step VIII How to Put the Evaluative Process in Operation to Determine How Well the System is Working

INTRODUCTION	The executive committee unit of the management system will be responsible for the planning and implementation of the evaluation process. The center manager will carry out the plan as developed by this committee.
SUGGESTED PURPOSE OF EVALUATION	- provide feedback information on strategies used in process of orientation, communication, and involvement of faculty and community (PROCESS) - demonstrate the effectiveness of the services in terms of student outcomes (PRODUCT)
EMPHASIS FOR THE FIRST YEAR	- on "process evaluation" - effectiveness of management system - articulation of units - referrals to community agencies and support units - sources of referrals to center units - interaction between world of work and world of education
EVIDENCE OF EFFECTIVENESS OF MANAGEMENT SYSTEM	- referral of students from staff of the support units - referrals from faculty members - requests for services in classroom - exchange of ideas between faculty and center staff - requests for services from community agencies - satisfaction of users with services of center
DOCUMENTATION	- minutes from meetings of the units of management system - recommendations from units - responses to surveys and requests for assistance to faculty - prescriptive requests for services from student services staff, faculty, and community agencies
DATA COLLECTION INSTRUMENT	- design an optical mark sense sheet or other method to collect data on utilization of the center - select or develop appropriate questions for evaluation of workshops
EXAMPLE OF EVALUATION FORM	Followup survey of students (Page 269)

KIND OF DATA TO BE COLLECTED	- total number of students using the center - the number of community users - the sources of referrals to the center - the kinds of services requested - number of visits made by an individual - time spent in center by an individual - requests for placements - placements completed - referrals to other sources of help - visitations by personnel from other institutions or agencies
PRODUCT EVALUATION	- should be planned the first year in order to collect some pre-test data. - followup study on school leavers may provide useful data.
SELECTION OF INSTRUMENTS	- few instruments available for post-secondary level - may be able to develop instruments based on student's needs assessment
LIST OF INSTRUMENTS	Listing of instruments which may be useful. Page 271
COMMENT	The use of a qualified consultant in designing evaluation plan may be worth the money.
COMMENT	Evaluation of model should be integrated into the ongoing institutional plan of evaluation.

REFERENCES FOR STEP VIII

ED 013 834 The Function of the English Department Placement Officer, Raleigh, John H. Association of Departments of English, New Yor, NY, Oct. 64.

ED 080 769 A System Approach To Placement and Follow-up: A Computer Model. Charles B. Jones. Bryan Independent School District, Texas 73.

ED 072 238 Development of a Research Instrument Which Can Assess The Occupational and Educational Status of Former Occupational Enrollees of North Carolina Community Colleges and Technical Institutes. Guilford Technical Inst. Jamestown, N.C., 30 June 72.

Guidelines for Placement Services and Followup Studies, Tallahassee, State of Florida Department of Education, 1973.

CONFIDENTIAL

FOLLOW-UP SURVEY

(Print last name as recorded at MJC) (First Name) (Middle Name) (Married name, if different from recorded name)

(Present Address) (City) (State) (Zip Code)

☐☐☐ ☐☐ ☐☐☐☐
(Social Security Number)

(Home phone) (Business phone)

****

PLACEMENT STATUS

A. What are you doing at the present time? (Check all appropriate items.)

1. _____Working full-time, including military, (30 hours or more per week).
2. _____Working part-time (fewer than 30 hours per week).
3. _____My employment is related to my MJC-program of study.
4. _____I am awaiting placement in the job market full-time.
5. _____I am awaiting placement in the job market part-time.
6. _____I am attending college/school (full or part-time.)

Kind of School Program

6-1. _____ university/four-year college
6-2. _____community/junior college
6-3. _____area vocational/technical school
6-4. _____private business college
6-5. other (please specify) _____

7. _____I am awaiting acceptance in an educational program.
8. _____I am not available for placement at this time. I have no immediate plans to continue my education or to seek employment.
9. _____Other _____

If you are enrolled in an educational program, please list the following information.

Name of the Institution _____

Major Area of Study _____

Grade Point Average at Institution, if available _____

If you are working full-time, please list the following information.

Name of Employer _____

Title _____

Gross Monthly Salary _____

Please see other side.

. Please evaluate the MJC General Education Education Requirements according to the quality of the instruction and how well the course content met your needs.

(A) Excellent (C) Good (E) Inadequate
(B) Very good (D) Fair (X) Not taken while attending MJC

	Quality of Instruction	How well course content met your needs
COMMUNICATIONS		
ENG 100		
ENG 101-102		
SP 105		
Other		
SOCIAL SCIENCE		
HIST 101-102		
HIST 103-104		
POL SC 105		
SOC SC 105		
Other		
MATHEMATICS		
MATH 100		
MATH 101		
MATH 106		
MATH 107		
Other		

	Quality of Instruction	How well course content met your needs
SCIENCE		
BIO SC 101-102		
PHY SC 101-102		
CHEM 201-202		
PHY 201-202		
Other		
HUMANITIES		
ART 207		
TAR 208		
PHIL 205		
REL 210		
Other		
PHYSICAL EDUCATION		
PE 101 (Conditioning)		
PE 102 (Tennis)		
PE 105 (Bowling)		
PE 202 (Golf)		
Other		

C. Please evaluate your major program of study at MJC according to your degree of satisfaction with the quality and availability of the following college functions.

(a) Completely satisfied (c) Neither satisfied nor dissatisfied (e) Very dissatisfied
(b) Reasonably satisfied (d) Slightly dissatisfied (x) Not applicable

1._____classroom facilities and equipment
2._____textbooks
3._____library facilities and services
4._____ratio of instructors to students
5._____quality of instruction
6._____relevancy of curriculum to my needs
7._____student advisement services
8._____career planning services
9._____availability of career information
10._____transfer counseling
11._____job placement assistance
12._____availability of co-op programs
13._____college-sponsored activities
14._____intramural athletic programs
15._____financial aid services
16._____veterans service

D. Please rate the following instructional methods according to their helpfulness to you in **your major program.**

(a) Very helpful (b) Helpful (c) Little or no help (x) Not applicable

1._____lecture
2._____scientific laboratories (Biology, Botany, computer, etc.)
3._____practicum (Flight training, hospital experience, law enforcement)
4._____movies, slides, tapes and filmstrips
5._____study guides
6._____field trips
7._____research papers (case studies)
8._____individual instruction (tutorial lab)
9._____class or group discussion
10._____self-paced, programmed instruction (Nursing, MATH 100, etc.)
11._____CO-OP
12._____learning by doing (Ceramics, music and art studios)

E. Are your skills in the following areas adequate to meet your current needs?

(A) More than adequate (B) Adequate (C) Need additional training

1._____Reading skills
2._____Writing skills
3._____Mathematical skills
4._____Speaking skills
5._____Study skills

Please list any additional suggestions you have for improving our Educational Program.

_____

_____

_____

_____

_____

_____

_____

Thank you for your cooperation.

LISTING OF INSTRUMENTS

ACT's Career Planning Program (1976). The new CPP is a guidance-oriented assessment program for students who are considering postsecondary education or who need assistance in career planning. It is particularly designed for those students planning for occupations, vocational, technical, and transfer programs at community/junior colleges, vocational/technical institutions, and other postsecondary institutions. For additional information, write: ACT Career Planning Program, P.O. Box 168, Iowa City, Iowa 52240.

THE COLLEGE AUTO-BIOGRAPHICAL INVEN[illegible]74), Experimental Form X5 developed by Callis, Hammond and Omme[illegible] Contact Robert Callis, University of Missouri, Columbia, Misso[illegible].

CAREER DEVELOPMENT INVENTORY (College Form) by Super and Forrest. Contact: Donald E. Super, Teachers College, Columbia University, New York, New York 10027.

Model K-University, a comprehensive model for evaluation of career education K-University is being developed by the third party evaluator of the Career Education Consortium project. This model will be available July 1977. Contact Project Director, Dr. Virginia Bert, Department of Education, Tallahassee, Florida 32304.

STEP IX How to Create a Feedback System to Use Evaluation Findings to Adapt and Improve Career Education Programs

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INTRODUCTION

While Step VIII has provided data on how well the model is working and has identified the weakness, the actions of Step IX are needed for revision of the system. The management system will be responsible for creating a feedback system which provides for "followthrough."

PURPOSE

- to utilize the data from evaluation
- to correct or improve the system
- to plan new programs

PROCEDURES

- make conclusions based on analysis of data
- make recommendations for revisions of current units
- make recommendations for new programs
- communicate to all interested groups

REFERENCES

- Questions·Food for Thought on Collecting and Using Follow-up Data. Published by Career Education Curriculum Laboratory, Career Education Center, Florida State University.

STEP X How To Make Provisions For a Program of Maintenace to Sustain The Vital Parts of The System and The Initiative, And Tie These Activities Into The Interactive Network

---

INTRODUCTION

The emphasis of step nine was on communicating essential information back to the decision makers for their corrective action. In this final step the emphasis is on expanding and maintaining the system. The management system will direct specific working groups or individuals to take actions.

PURPOSE

To design a plan for sustaining the catalytic effect of the concept of career education on the community college system.

PROCEDURES

- identify the "change agents" for each unit
- select criteria for action
- assign resources
- fix responsibility
- develop "new" plan
- communicate to all groups

KINDS OF ACTIONS

- drop/add units
- drop/add staff
- expand unit
- revise policies
- develop new resources
- re-survey needs of students
- design new units

REFERENCE

- Communication of Innovations. E.M. Rogers and F.F. Shoemaker, London: Collier MacMillan Publishers, 1971.

COMMENT

Selection of change agent is key to success. Others must accept his/her credibility. She/he must have empathy to needs of students and faculty.

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